School of Education

Department of Administrative and Instructional Leadership

Program: Educational Administration and Supervision

Approved by the faculty of the
Department of Administrative and Instructional Leadership
September 10, 2012

This Brief was jointly authored by the faculty in the Educational Administration and Supervision program, assisted by many individuals who provided data and information about the program, school, and university that was pertinent to the brief.

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Checklist to accompany the submission of the Inquiry Brief *and* Inquiry Brief Proposal[1]

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16. We provide a plan for making future decisions concerning program improvements based on evidence of our students' performance.	51-60	
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Part 1. Program Overview

St. John's University is a private, Catholic, doctoral/research intensive university comprised of six units: St. John's College of Liberal Arts and Sciences, The Peter J. Tobin School of Business, The College of Pharmacy and Allied Health, the College of Professional Studies, The School of Law, and the School of Education.

The University offers programs and courses at the main Queens campus, as well as satellite campuses at Staten Island and Manhattan, and locations at Oakdale, NY, and Rome, Italy. The Educational Administration and Supervision (EDAS) program, while primarily housed at the main Queens campus has offered courses at all of the available locations, as well as courses in a distance learning format.

The governance structure of the EDAS program consists of a department chairperson (currently Dr. Rene Parmar), who works closely with the Dean of the School of Education. The chairperson oversees administrative matters such as course scheduling and faculty assignments at the various campuses and sites. An assistant chairperson is also designated (currently Dr. Barbara Cozza), who helps in the coordination of teaching and oversight of adjunct faculty. A program director is appointed for the Oakdale location (currently Dr. Jonathan Hughes) due to their relatively higher enrollment as compared to other locations, and the provision of the Ed.D. degree. The department chairperson also oversees the continuous updating of the program curriculum, adherence to professional and state regulations and guidelines, encourages professional activities of faculty that enhance the program, and deals with any student-related issues that may arise.

Guiding Philosophy and Orientation of the Program

The philosophy and orientation of the EDAS program within the School of Education at St. John's University is guided by the Mission of the University (Figure 1.1), the goals of the School of Education, and professional standards for leadership programs articulated by the Interstate School Leadership Licensure Consortium (ISLLC) (Figure 1.2) and New York State.

Figure 1.1 Mission of St. John's University.

Mission of St. John's University

St. John's University is Catholic, Vincentian, and Metropolitan.

As a university,
we commit ourselves to academic excellence and the pursuit of wisdom which flows from free inquiry, religious values and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John's is a Catholic university,
founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual's responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community which comprises members of many faiths, strives for an openness which is "wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise" (Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John's is a Vincentian university,
inspired by St. Vincent de Paul's compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development, by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John's is a metropolitan university.
We benefit from New York City's cultural diversity, its intellectual and artistic resources, and the unique professional educational opportunities offered by New York, Rome and other cities throughout the world where our students study and serve. With this richness comes responsibility. We seek and welcome opportunities to partner and plan with our metropolitan communities. We encourage them to use our intellectual resources and professional expertise in developing solutions that address strategic issues of mutual concern. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic world.

Mission Statement of St. John's University, New York
Approved by the Board of Trustees, March 13, 2008

The EDAS program implementation is guided by the Mission statement in various ways. First, the program content strives to develop excellent leaders through quality coursework and

internships, with a focus on high professional and ethical standards. Second, the program implementation reflects values that are inclusive and respectful of the rights and dignity of all individuals. Third, the program faculty strive to work with all students to ensure that they are able to attain their professional goals. Fourth, the program enrollment reflects the diversity of the New York City metropolitan area, and efforts to reach out to traditionally underrepresented and disadvantaged groups.

Vision for the EDAS Program

The EDAS program vision is guided by the standards articulated by ISLLC (Figure 1.2, below), the New York State content requirements for School Building Leader (SBL) and School District Leader (SDL) programs, policy documents regarding the development of school leaders (e.g., Wallace Foundation), and research on the preparation of school leaders (discussed further in *Sections 4 and 5*).

Figure 1.2. ISLLC Standards.

Interstate School Leaders Licensure Consortium (ISLLC) Standards - 2008

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4 : A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all

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students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The above standards have been applied to define exemplary programs in educational leadership, and consist of the following (as summarized in Orr, 2010, p. 120; Orr & Orphanos, 2011, p. 22):

- A well-defined theory of leadership for school improvement that frames and integrates the program features around a set of shared values, beliefs, and knowledge;

- A coherent curriculum that addresses effective instructional leadership, organizational development, and change management, and that aligns with state and professional standards;

- Active learning strategies that integrate theory and practice and stimulate reflection;

- Quality internships that provide intensive, developmental opportunities to apply leadership knowledge and skills under the guidance of an expert practitioner-mentor;

- Knowledgeable (about their subject matter) faculty;

- Social and professional support, including organizing students into cohorts that take common courses together in a prescribed sequence, formalized mentoring, and advising from expert principals;

- The use of standards-based assessments for candidate and program feedback and continuous improvement that are tied to the program vision and objectives.

Both the Mission and Vision of the EDAS program at St. John's University are heavily influenced by its location in the large, urban, diverse metropolitan area of New York City and surrounding counties. Data from the U.S. Census Bureau indicate the following demographics for the region, as compared with the rest of the country:

Table 1.1. Diversity of New York City as compared with national data.

People QuickFacts	New York	USA
Population, 2012 estimate	19,570,261	313,914,040
Persons under 18 years, percent, 2011	22.0%	23.7%
White persons, percent, 2011 (a)	71.5%	78.1%
Black persons, percent, 2011 (a)	17.5%	13.1%
Asian persons, percent, 2011 (a)	7.8%	5.0%
Persons of Hispanic or Latino Origin, 2011 (b)	18.0%	16.7%
Foreign born persons, percent, 2007-2011	21.8%	12.8%
Language other than English spoken at home, percent age 5+, 2007-2011	29.5%	20.3%
High school graduate or higher, percent of persons age 25+, 2007-2011	84.6%	85.4%
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	32.5%	28.2%
Persons below poverty level, percent, 2007-2011	14.5%	14.3%

The leadership program offered through the EDAS program addresses the needs of the diverse student body in the local schools, the high percentage of English learners, and the need to address special considerations for immigrant communities related to their familiarity with school, communication issues, cultural characteristics, and safety concerns.

Program Areas, levels, specialties, options

The following program options within EDAS are applying for accreditation through TEAC at both the Queens (including Oakdale site) and Staten Island campuses. Admission and Graduation requirements are provided in the Graduate Bulletin available at http://www.stjohns.edu/academics/graduate/bulletin

Master of Education in School Building Leadership
Minimum Credits: 34

Advanced Certificate in School Building Leadership
Minimum Credits: 22

Advanced Certificate in School District Leadership
Minimum Credits: 31

Dual Advanced Certificate in School Building Leadership and School District Leadership
Minimum Credits: 35

Note: The Department also offers a Doctor of Education degree in Educational Administration and Supervision.

Campuses

The EDAS programs are currently registered in New York State for both the Queens (including Oakdale site) and Staten Island campuses, and we are seeking national accreditation for both campuses.

The enrollment at the Staten Island campus has been low for the past 5 years, but it is anticipated that additional resources will be allocated to increase enrollment. The data below represent an aggregate for both campuses, as the student enrollment is too low at the Staten Island campus for separate statistics to be meaningful. Both campuses are in the New York City metropolitan area.

The enrollment by graduate major for the 2011 academic year is presented in Table 1.2, below. The highest percentage of students are in the School Building Leader (SBL) major. These include students in the MSEd and Advanced Certificate programs.

Table 1.2. Enrollment By EDAS Major for the 2009 to 2011 Academic Years

Major	2009 Enrollees	2009 Percent	2010 Enrollees	2010 Percent	2011 Enrollees	2011 Percent
School Building Leadership	138	76.7	129	70	165	75.3
School District Leadership	4	2.2	10	5	8	3.7
Sch Bldg/Sch Distr Leaders	38	21.1	46	25	46	21.0
Total	180	100.0	185	100.0	219	100.0

A more detailed discussion of program content as related to TEAC Quality Principles, STJ Claims, ISLLC Standards, and New York State Content Requirements are presented in Section 4: Results, and Appendix D.

Distance Learning

All of the programs listed above are offered via distance learning (currently using BlackBoard -9), in addition to the traditional classroom-based format. The distance learning

option has been approved by the State, based on documentation provided that ensures that quality is maintained. Specifically, the following have been implemented: (a) the admission requirements for distance learning candidates are the same as for the regular program; (b) the curriculum for courses is the same in both classroom and distance learning formats; (c) all faculty who teach in distance learning formats must obtain university certification through completing a pedagogy course and receiving direct supervision in the first course taught in this format from a mentor; (d) the internship requirements are the same in both classroom and distance learning formats and monitored by the same faculty supervisor; and (e) distance learning course implementation is constantly monitored by the Director of E-Learning, who is an administrator affiliated with the department. Students in the regular program may opt to take certain courses in the distance learning format.

Distance learning courses are monitored before and after the semester to ensure quality control. Courses are evaluated against the Quality Matters Rubric, which is the most widely used benchmark of postsecondary online course design in the U.S., and is also considered to be an effective professional development tool for faculty participating in teaching distance education. Throughout the semester, the Director of E-Learning conducts observations at random and provides feedback to faculty on the stability of the courses.

The University as a whole, similar to other institutions of higher education, approaches the concern of verifying the identity of students taking distance education coursework. A university-wide task force, composed of professors of distance learning, faculty trained in distance learning, and the Associate Provost for Online Learning Services, is continuing to examine this issue. It has been noted that use of writing assignments rather than objective tests is generally better in ensuring student validity, the use of the discussion board ensures consistent student participation, and data on student log-ins and time on-line can be used to track student participation history. The University subscribes to the "Turn It In" system to examine the possibility of plagiarism in student writing assignments. Student accounts for BlackBoard are linked to the University registration system. The students are bound by the University Honor Code for continued registration in the program, and may be dismissed if the Code is violated. No students have been dismissed to date.

It is noted that the EDAS program is entirely a graduate program, and candidates are typically already in positions as school leaders. They are seeking State certification, and therefore need to be responsible for the content in order to pass qualifying examinations. Use of student accounts by individuals other than the registered student have not been observed in the past, and are not anticipated in the future.

Brief History of the Program

The following timeline presents a brief history of the EDAS program at St. John's University, beginning with the approval of the degree in 1970 by New York State. It is noted that education programs at St. John's University have been offered since 1903.

1970 – The Master's degree, Advanced Certificate, and Ed. D. in Educational Administration and Supervision were created and approved by the New York State Department of Education.
1983 – The Master's degree in School Administration was created in response to changing certification requirements for school leaders.
1998 – The former Notre Dame college on Staten Island was incorporated into St. John's University, and education programs there were integrated within the School of Education.
1999 – The former Marist Brothers site in Oakdale, Long Island, was incorporated into St. John's University, and Educational Leadership programs were offered there.
2004 – The Master's degree in School Building Leader and Advanced Certificate in School District Leader programs were approved by the New York State Department of Education in both standard and distance learning formats.
2008 – The dual Advanced Certificate in School Building and School District Leader program was approved by the New York State Department of Education in both standard and distance learning formats.
2012 – The Advanced Certificate in School Building Leader program was approved by the New York State Department of Education in both standard and distance learning formats.

As stated earlier, and described more fully in *Part 2: Claims and Rationale*, the current design of the EDAS program is informed by the professional standards of ISLLC, the certification standards of NY State, current research on exemplary program in the Educational Leadership literature, and the expertise of the program faculty. The program has a strong emphasis on combining theory and practice. Each core course within the graduate program options requires a minimum of 45 hours of field-based internship activities, necessitating students to become quickly engaged in leadership activities from the beginning of the program. The program also has a strong emphasis on developing leaders for culturally and linguistically diverse schools, based on the location in an urban area with a large immigrant population, which is represented in the student body of the schools where our graduates will be working.

Program Demographics

The most recent available annual report from St. John's University, Office of Institutional Research was used to compile the data below. These statistics represent the enrollment in Fall

2011. A total of 219 students were enrolled in the Educational Administration and Supervision masters and advanced certificate programs. Data are presented for the entire group. The majority of students were enrolled at the Queens campus program. Since there were so few students enrolled at the Staten Island campus (only 7.3%, Table 1.3), it was decided to combine the data from both sites for the purposes of this summary.

It is noted that the overall enrollment of St. John's University was 21,067 in 2011 (STJ Fact Book 2011, pg. 8). Of these students, 15,766 were undergraduate and 5301 were graduate students. The overall enrollment for the School of Education was 2094. Of these, 494 were undergraduate and 1600 were graduate students. All 219 students enrolled in the EDAS program in 2011 were graduate students.

Table 1.3. EDAS Graduate Enrollment By Campus (Percent) Fall 2009 to Fall 2011.

	2009 Enrollees	2009 Percent (n = 180)	2010 Enrollees	2010 Percent (n = 185)	2011 Enrollees	2011 Percent (n = 219)
Queens	156	86.7	161	87.0	203	92.7
Staten Is.	24	13.3	24	13.0	16	7.3
Other	0	0	0	0	0	0
Total	180	100.0	185	100.0	219	100.0

The data on graduate enrollment by campus was obtained from the STJ Fact Book 2011 (pg. 103), and earlier data provided by the Office of Institutional Research. The student enrollment patterns by campus indicate that the percentage of EDAS students enrolled at the main Queens campus is similar to that of the School of Education and University overall. There is a higher percentage of EDAS and School of Education students enrolled at the Staten Island campus, as compared with the University, and no students from EDAS and the School of Education are enrolled in other locations (Manhattan and Rome).

Table 1.4. EDAS Graduate Enrollment By Ethnicity (Percent) Fall 2009-Fall 2011.

	2009 Enrollees	2009 Percent (n = 180)	2010 Enrollees	2010 Percent (n = 185)	2011 Enrollees	2011 Percent (n = 219)
White	106	59.0	111	60.0	131	59.8
Black or Afr. Am.	17	9.0	23	12.0	32	14.6
Hispanic	27	15.0	22	12.0	18	8.2
Asian	6	3.0	8	4.0	10	4.6
Other*	24	13.0	21	11.0	28	12.8
Total	180	100.0	185	100.0	219	100.0

Note: Includes unknown, non-resident, Native American, Pacific Islander, and multi-racial.

      The data on graduate enrollment by ethnicity was obtained from the STJ Fact Book 2011 (pg. 113), and earlier information from the Office of Institutional Research. The EDAS program had a slightly higher percentage of White students than the School of Education and the University overall. There were a higher percentage of Black/Afr. Am. Students (Table 1.4).

Table 1.5. EDAS Graduate Enrollment By Gender (Percent) Fall 2009-Fall 2011.

	2009 Enrollees	2009 Percent (n = 180)	2010 Enrollees	2010 Percent (n = 185)	2011 Enrollees	2011 Percent (n = 219)
Male	55	31.0	63	34.0	64	29.2
Female	125	69.0	122	66.0	155	70.8
Total	180	100.0	185	100.0	219	100.0

      The data on graduate enrollment by gender was obtained from the STJ Fact Book 2011 (pg. 106), and earlier information from the Office of Institutional Research. The EDAS program and School of Education have a higher percentage of female students as compared with the University overall (Table 1.5), which reflects the demographics of the field of education. The EDAS program had a higher percentage of male students than the School of Education overall, which reflects the fact that more males move into administrative positions within the schools.

Table 1.6. EDAS Demographics of Students Completing Programs in the Past Three Years (MSEd-SBL, AC-SBL, AC-SDL, AC-SBDL).

	Graduation Year 2009-2010		Graduation Year 2010-2011		Graduation Year 2011-2012	
	Completers	Percent	Completers	Percent	Completers	Percent
Campus						
Queens	82	82.0	73	91.3	87	90.6
Staten Is.	18	18.0	7	8.8	9	9.4
Total	100	100.0	80	100.0	96	100.0
Gender						
Female	70	70.0	63	78.8	63	65.6
Male	30	30.0	17	21.3	33	34.4
Total	100	100.0	80	100.0	96	100.0
Ethnicity						
Asian	2	2.0	2	2.5	3	3.1
Black	11	11.0	11	13.8	11	11.4
Hispanic	11	11.0	15	18.8	10	10.4
Non Resident	1	1.0	4	5.0	3	3.1
Unknown	10	10.0	7	8.8	9	9.4
White	65	65.0	41	51.3	60	62.5
Total	100	100.0	80	100.0	96	100.0

The data on degrees conferred and program completion within the EDAS program (Masters in Education - SBL and Advanced Certificates SBL, SDL, SBDL) were obtained from the Office of Institutional Research. Since the enrollment at the Staten Island campus is low, gender and ethnicity data are aggregated for both Queens and Staten Island campuses. The number of female students receiving degrees in educational administration and supervision is larger than that of males across the three years. White students continue to be highly represented in the number of students receiving degrees with Black and Hispanic students representing similar percentages (Table 1.6).

Table of Enrollment Trends (Numbers and Types of Students)

The following summary of enrollment trends was compiled from data present in the STJ Fact Book 2011 Enrollment Trends (pgs. 7-12).

Figure 1.3. EDAS Enrollment Trends 2005-2011.

Enrollment Trends By Program Option
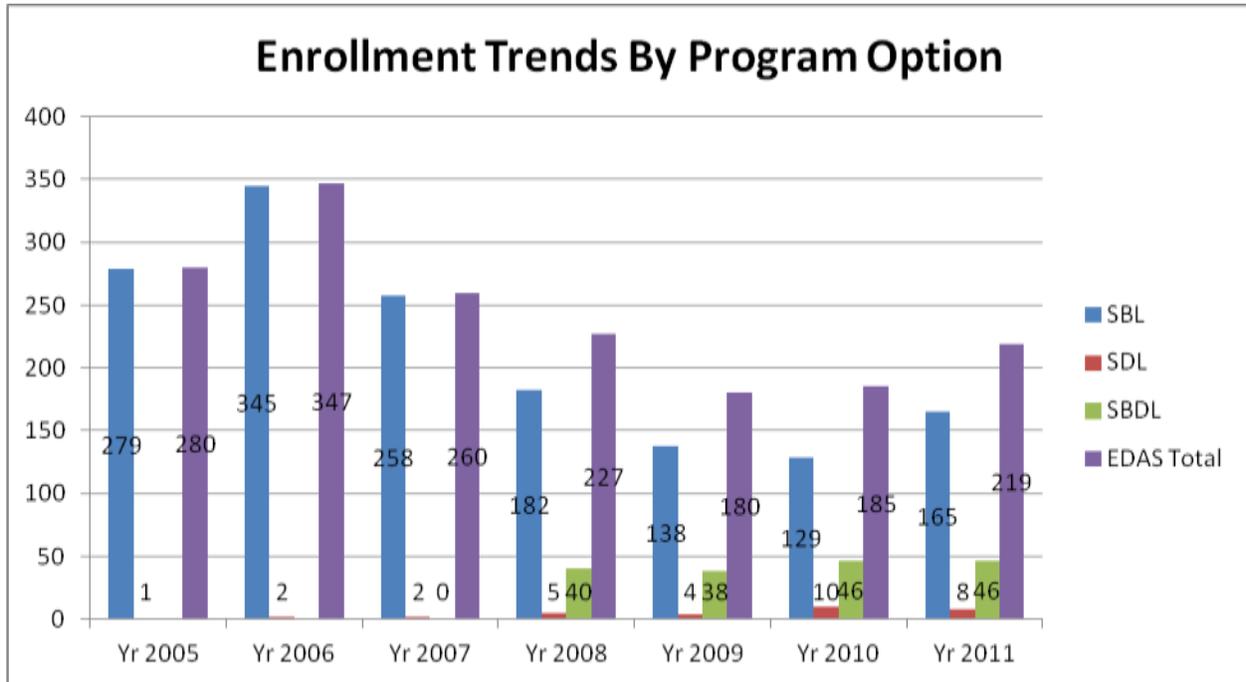
As seen in the chart above, there was a peak in enrollment in 2006. This coincided with the procurement of a federal grant to support the development of educational leaders in non-public schools (e.g., Catholic, Jewish, Muslim, other Christian, and non-sectarian). An overall enrollment decline was observed through 2009, especially in the SBL program, which was a masters degree program.

It was observed that individuals already holding masters degrees in education (as per NY State requirements for permanent teacher certification) were interested in obtaining SBL certification without needing to complete a second masters degree. Therefore, an Advanced Certificate program in SBL was approved by the State. The enrollment trend indicates that the implementation of the Advanced Certificate has had a positive impact on the enrollment overall.

An increased interest in the dual Advanced Certificate in both SBL and SDL was also observed. The EDAS program faculty will increase recruitment effort for this program in the future.

It is noted that the enrollment at the Staten Island campus has been steadily declining. The enrollment is currently at 16 (14 SBL, 2 SDL) and deemed insufficient for separate reporting for the purposes of this brief. The EDAS program faculty are currently considering avenues to reverse this trend.

Table of Faculty in EDAS

The full-time Faculty directly involved in the EDAS program are listed along with their qualifications in Appendix C. Information on qualifications of Adjunct Faculty is also presented in Appendix C. Table 1.7, below, presents a breakdown of the tenure status, gender, and ethnicity of departmental faculty.

Table 1.7. Demographics of Full-Time EDAS Faculty and University Faculty.

Demographic Factors	Rank:	Prof.	Asso. Prof.	Asst. Prof.	Instr.	EDAS Total	Univ.
Status	Tenured	4 (80%)	3 (50%)			7 (58%)	68.9%
	Tenure- Track		1 (17%)	1 (100%)		2 (17%)	21.3%
	Non-Tenure	1 (20%)	2 (33%)			3 (25%)	9.9%
Gender	Female	1 (20%)	3 (50%)			4 (33%)	43.3%
	Male	4 (80%)	3 (50%)	1 (100%)		8 (67%)	56.7%
Ethnicity	Asian	1 (20%)	1 (17%)			2 (17%)	11.7%
	Black						5.2%
	Hispanic						4.6%
	White	4 (80%)	5 (83%)			9(75%)	76.0%
	Other/Unkw.			1 (100%)		1(08%)	2.5%

Note: FT = Full-time

The breakdown of faculty demographics revealed that of the full-time faculty, the EDAS program had a smaller percentage of tenured, and a higher percentage of non-tenure-track (clinical, visiting) faculty than the University overall. This is the result of the commitment to hire highly qualified practitioners for the program, who can use their experience to guide and develop future leaders.

There was a smaller percentage of females among the EDAS full-time faculty as compared to the University overall, and the only minority group represented was Asian. This information will be taken into consideration in future hiring decisions.

Part 2: Claims and Rationale

TEAC Quality Principles and STJ Claims

The EDAS faculty examined the TEAC Quality Principles and stated three related claims. The claims were related to the professional standards of ISLLC and New York State for educational leaders (presented below). The rationale for each of the three claims is briefly stated below.

The method of assessment for each claim is presented in *Section 3: Assessments*, below.

1.0 TEAC Quality Principle 1: Evidence of Candidate Learning

1.1 Professional Knowledge

STJ Claim #1: STJ graduates possess the professional knowledge necessary to serve as educational leaders.

Data from the following assessments provide evidence for this claim:

a. Courses within the program are aligned with the professional standards within the field of educational leadership related to student qualifications, as delineated in *Table 2.1* (Standards) , *Appendix D*, and *Table 4.1* (Coursework), below.
b. The program curriculum builds a strong foundation of instructional leadership and school improvement, as indicated in *Part 4: Results* and *Appendix D: Program Requirements*.
c. Faculty have the expertise to prepare educational leaders for today's schools, as indicated in *Appendix C: Qualifications of Faculty*.
d. There is a well-designed and supervised internship experience to bring together theoretical knowledge and practical experience, as indicated in *Part 4: Results* and *Appendix D: Program Requirements.*

Table 2.1. Standards for qualifications of educational leaders.

ISLLC Standards	NY State Content for SBL and SDL
ISLLC Standard #1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	SBL 1/SDL 2 Develop and implement an educational vision, or build and sustain an existing one, for assisting all students to meet state learning standards;
ISLLC Standard 2: An education leader promotes the success of every student by	*SBL 2/SDL 5* Collaboratively identify goals and objectives for achieving the

ISLLC Standards	NY State Content for SBL and SDL
advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	educational vision, seeking and valuing diverse perspectives and alternative points of view, and building understanding through direct and precise questioning; *SBL 8/SDL 7* Develop staff capability for addressing student learning needs by effective supervision and evaluation of teachers, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development; *SBL12/SDL 14* Maintain a personal plan for self-improvement and continuous learning; *SDL 1* Design and execute district-wide systems to promote higher levels of student achievement;
ISLLC Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	*SBL 3/SDL 6* Communicate and work effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing clear, accurate written and spoken information that publicizes the school's goals, expectations, and performance results, and builds support for improving student achievement;
ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	*SDL 3* Interact and communicate effectively with school board members in developing and implementing district policies, managing change, and managing district affairs.

1.2 Strategic Decision-making

STJ Claim #2: STJ graduates are competent in strategic decision-making.

Data from the following assessments provide evidence for this claim:

a. Courses within the program are aligned with the professional standards within the field of educational leadership related to strategic decision-making, as delineated in *Table 2.2* (Standards), *Appendix D*, and *Table 4.1* (Coursework), below.
b. The program curriculum builds a strong foundation of critical thinking and data-based decision-making, as indicated in *Part 4: Results* and *Appendix D: Program Requirements*.
c. Faculty have the expertise to prepare educational leaders for working with diverse groups of students, implementing data-based decision making, budgeting within financial constraints, and working within legal/regulatory guidelines, as indicated in *Appendix C: Qualifications of Faculty*.
d. There is a well-designed and supervised internship experience to bring together theoretical knowledge and practical experience, as indicated in *Part 4: Results* and *Appendix D: Program Requirements.*

Table 2.2. Standards for strategic decision-making ability of educational leaders.

ISLLC Standard	NY State Content for SBL and SDL
ISLLC Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	*SBL 4/SDL 8* Lead comprehensive, long range planning, informed by multiple data sources, to determine the present state of the school, identify root causes of problems, propose solutions, and validate improvements with regard to all aspects of the school, including but not limited to: (a) curriculum development; (b) instructional strategies and the integration of technology; (c) classroom organization and practices; (d) assessment; (e) student support services, including the provision of services to students with disabilities; (f) professional support and development; (g) succession planning; (h) student, family, and community relations; (i) facilities development; and (j) planning with colleges for providing curricula and experiences for college students preparing to become educators

ISLLC Standard	NY State Content for SBL and SDL
	that will enhance their learning and the learning of the school's students; *SBL 6/SDL 10* Establish accountability systems for achieving educational goals and objectives; *SBL 9/SDL 4* Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff; *SBL 10/SDL 12* establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives.

1.3 Caring and Effective Leadership

STJ Claim #3: STJ graduates are caring and effective educational leaders.

Data from the following assessments provide evidence for this claim:

a. Courses within the program are aligned with the professional standards within the field of educational leadership related to caring, professional ethics, and effective leadership, as delineated in *Table 2.3* (Standards), *Appendix D*, and *Table 4.1* (Coursework), below.
b. The program curriculum builds a strong foundation of caring and effective leadership, as indicated in *Part 4: Results* and *Appendix D: Program Requirements*.
c. Faculty have the expertise to prepare caring and effective leaders for today's schools, as indicated in *Appendix C: Qualifications of Faculty*.
d. There is a well-designed and supervised internship experience to bring together theoretical knowledge and practical experience, as indicated in *Part 4: Results* and *Appendix D: Program Requirements.*

Table 2.3. Standards for caring and effectiveness of educational leaders.

ISLLC Standard	NY State Content for SBL and SDL
ISLLC Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an	*SBL 5/SDL 9* Effect any needed educational change through ethical decision-making based upon factual analysis, even in the

ISLLC Standard	NY State Content for SBL and SDL
ethical manner.	face of opposition; *SBL 7/SDL 11* Set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic; *SBL 11/SDL 13* Apply statutes and regulations as required by law, and implement school policies in accordance with law; *SDL 14* maintain a personal plan for self-improvement and continuous learning.

1.4 Cross-cutting themes

1.4.1 Learning how to learn
1.4.2 Multicultural perspectives and accuracy
1.4.3 Technology

The three claims of the EDAS program incorporate the cross-cutting themes. Specific courses that include each theme are presented in *Appendix D: Program requirements*. Assessment of student performance for each cross-cutting theme, based upon course GPA is presented in *Table 4.1 Course Requirements*. Assessments of the three claims include attention to the cross-cutting themes.

1.5 Valid Assessment of Leader Learning

Within the EDAS program, various approaches to assessment are used, including both standardized measures (State certification exams and GPA) and locally developed instruments (student surveys, internship evaluations, and focus groups). Specific information on the measures are presented in *Part 3: Assessments* and *Appendix F: Copies of Assessment Instruments*.

Conclusion

The need for educational leaders to develop the above qualities are supported in the professional literature. For example, Portin et al. (2009), in a report commissioned by the Wallace Foundation, list the managerial responsibilities of school leaders (p. 39), with particular focus on leaders in urban schools. Orr (2006) also listed the qualities of effective leaders, which include the ability to conduct all of the administrative responsibilities and lead in developing the educational

program. Leithwood, Louis, Anderson, & Wahlstrom (2004) have discussed how successful leaders engage in setting directions for their organization that are compelling and achievable, developing people within their organizations, and redesigning their organizations to be effective and responsive to the changing environment. Notable authors of textbooks have also emphasized the basic skills required by educational leaders (e.g., Danielson, 2006; Dufour & Marzano, 2011; Midlock, 2010; Tschannen-Moran, 2007).

Darling-Hammond, LaPointe, Meyerson, & Orr (2007) reported on elements of exemplary pre-service educational leadership programs from their study of eight models in various locations throughout the United States. Some of the features present in the EDAS program are (a) a coherent curriculum aligned with state and professional standards; (b) a philosophy and curriculum emphasizing instructional leadership and school improvement; (c) student-centered instruction that integrates theory and practice; (d) knowledgeable faculty; and (e) well-designed and supervised internships. Some feature we aspire to include in the future are formalized mentoring by expert principals and targeted recruitment of expert teachers with leadership potential.

The EDAS program content is informed by the existing research in its design and delivery.

Part 3. Method of Assessment

The EDAS faculty examined various sources of assessment data that would provide information on the effectiveness of the program. Table 3.1, below, lists the five main sources of data to be employed. The reliability and validity of each data source is discussed below.

Table 3.1. TEAC Claims for EDAS and Assessments Used for Evidence.

Claim	Evidence
1.6 Professional Knowledge	
STJ Claim #1: STJ graduates possess the professional knowledge necessary to serve as educational leaders.	(1) Graduate GPA (2) NYS Ed. Ldr. Test Scores (3) Internship Evaluations (4) Student Surveys (5) Alumni Focus Groups
1.7 Strategic Decision-making	
STJ Claim #2: STJ graduates are competent in strategic decision-making.	(1) Graduate GPA (2) NYS Ed. Ldr. Test Scores (3) Internship Evaluations (4) Student Surveys (5) Alumni Focus Groups
1.8 Caring and Effective Leadership	
STJ Claim #3: STJ graduates are ethical and caring educational leaders.	(1) Graduate GPA (2) NYS Ed. Ldr. Test Scores (3) Internship Evaluations (4) Student Surveys (5) Alumni Focus Groups

1.4 Cross-cutting themes
      1.4.1   Learning how to learn
      1.4.2   Multicultural perspectives and accuracy
      1.4.3   Technology

1.5 Valid Assessment of Leader Learning

The sources of data are consistent with the recommendations of the Educational Leadership Constituent Council, now incorporated into ISLLC (reported in Orr & Barber, 2009). The recommendations are:

a. Use of state licensure or other content-based assessment;
b. Assessment of content knowledge using exams, essays, and case studies;
c. Assessment of ability to develop supervisory plans;
d. Assessment of internship and clinical practice;
e. Assessment of feedback from graduates;
f. Assessment of candidates' application of knowledge;
g. Assessment of candidates' abilities in organizational management and community relations.

Assessments: Description, Validity, Reliability, Criteria for Success, Sampling

(1) Graduate GPA

A student's grade point average (GPA) is calculated using the guidelines published in the Graduate Bulletin 2010-2012 (pg. 14).

"Students in the masters and advanced certificate programs must maintain a 3.0 quality point average to continue in graduate work. Students who fail to maintain this average, either in a particular semester or in their overall academic record, are subject to having their academic program terminated" (Graduate Bulletin 2010-2012, pg. 14).

The faculty in EDAS are confident that GPA in coursework is a measure with adequate content validity. This is established through a matching of course content with ISLLC Standards and New York State Content for SBL and SDL, as delineated in *Appendix D*. All course syllabi were examined by full-time and part-time faculty at a Retreat held in October 2011. Following the Retreat, the matching standards were included in all course syllabi. Two faculty from the area of Instructional Leadership were asked to review the match between course content and standards, and their feedback was incorporated. A checklist, designed by the Curriculum Committee of the School of Education was used to review the syllabi for completeness. It was found that all syllabi within the SBL and SDL program options demonstrated the required elements, with the exception of including a clear statement of the required internship activities. This issue is currently being addressed.

While the coursework within the SBL and SDL programs helps develop leadership abilities in many areas across the TEAC Quality Principles and corresponding STJ Claims, some

courses are most closely related to particular Principles and Claims in terms of their content focus. The courses corresponding with each Claim have been designated in *Appendix D*, following discussion and analysis by EDAS core faculty. Table 4.1 in *Section 4: Results* provides mean GPAs for the students enrolled in 2011 (n = 219) by Quality Principle.

Claim 1

SBL

EDU 5415 Introduction to Educational Administration

EDU 5418 Administrative Theory

EDU 5761 School Business Administration

EDU 5791 Legal Aspects of the Administration of Schools

SDL

EDU 5103 Educational Governance and Policy

EDU 5632 Organization and Administration of Elem. and Secon. Curr.

EDU 5655 Educational Research and Data Analysis

EDU 5741 Finance in Education

Internal consistency analyses revealed that the Cronbach's alpha for the SBL courses was .243 (n = 79) and for the SDL courses was .437 (n = 7). Coefficients were low due to the small number of courses per construct, and the low variance in student grades for graduate course work.

Claim 2

SBL

EDU 5701 Curriculum and Teaching: Theories into Practice

EDU 5650 School-Based Data Analysis

EDU 5761 School Business Administration

EDU 5571 Administrative Theory and Planned Change

SDL

EDU 5301 Leadership Values and Decision-Making

EDU 5300 Organizational Theory and Planned Change

EDU 5655 Educational Research and Data Analysis

EDU 5741 Finance in Education

EDU 5800 Case Studies in Educational Administration

Internal consistency analyses revealed revealed that the Cronbach's alpha for the SBL courses was .294 (n = 83) and for the SDL courses was .000 (n = 2). Coefficients were low due to the small number of courses per construct, and the low variance in student grades for graduate course work. A coefficient could not be computed for the SDL courses due to the small number of students.

Claim 3

    SBL

        EDU 5471 Leadership in Instructional Supervision

        EDU 5701 Curriculum and Teaching: Theories into Practice

        EDU 5571 Administrative Theory and Planned Change

    SDL

        EDU 5103 Educational Governance and Policy Analysis

        EDU 5420 Politics of Education

        EDU 5800 Case Studies in Educational Administration

Internal consistency analyses revealed revealed that the Cronbach's alpha for the SBL courses was .352 (n = 150) and for the SDL courses was .000 (n = 3). Coefficients were low due to the small number of courses per construct, and the low variance in student grades for graduate course work. Coefficients could not be computed for the SDL courses due to the small number of students.

    Cross-Cutting Themes

        Learning How To Learn

        SBL

            EDU 5415 Introduction to Educational Administration

            EDU 5418 Administrative Theory

            EDU 5571 Administrative Theory and Planned Change

        SDL

            EDU 5103 Educational Governance and Policy Analysis

            EDU 5665 Leadership in Instructional Technology I

            EDU 5800 Case Studies in Educational Administration

Internal consistency analyses revealed revealed that the Cronbach's alpha for the SBL courses was .149 (n = 152) and for the SDL courses was .000 (n = 3). Coefficients were low due to the small number of courses per construct, and the low variance in

student grades for graduate course work. Coefficients could not be computed for the SDL courses due to the small number of students.

Multicultural Perspectives

SBL

EDU 5471 Leadership in Instructional Supervision

EDU 5651 School Community Relations

EDU 5811 Administration and Superv. of Services for Diverse Students

EDU 5791 Legal Aspects of the Administration of Schools

SDL

EDU 5300 Organizational Theory and Planned Change

EDU 5301 Leadership Values and Decision-Making

Internal consistency analyses revealed revealed that the Cronbach's alpha for the SBL courses was .569 (n = 41) and for the SDL courses was .195 (n = 55). Coefficients were low due to the small number of courses per construct, and the low variance in student grades for graduate course work.

Technology

SBL

EDU 5650 School-Based Data Analysis

EDU 5761 School Business Administration

SDL

EDU 5655 Educational Research and Data Analysis I

EDU 5665 Leadership in Instructional Technology I

Internal consistency analyses revealed revealed that the Cronbach's alpha for the SBL courses was .040 (n = 114) and for the SDL courses was .656 (n = 17). Coefficients were low due to the small number of courses per construct, and the low variance in student grades for graduate course work.

(2) New York State Educational Leadership Certification Exams

The test frameworks for the New York State School Leadership Assessments are presented on the State Department of Education website at:

http://www.nystce.nesinc.com/NY_viewobjs_opener.asp

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The SBL and SDL exams consist of approximately 120 multiple choice and 4 short essay questions each, divided into four subareas: (a) Developing, communicating, and sustaining an educational vision; (b) Managing change, making decisions, and ensuring accountability; (c) Leading the school wide educational program; and (d) Managing school resources, finances, and compliance. Scaled scores are reported, with a cutoff of 220 scaled points for passing, out of a possible 260.

There is no specific information provided on the reliability and validity of the assessments. For the certification examinations in general, the State indicates that the tests have 100% content validity as their content is consistent with the content requirements defined by the state. Internal consistency coefficients are reported to be in the range of .95 to 1.00, as an index of reliability *(NYSTCE Test Validation Process and Reliability of Test Results, pgs. 1-2, document downloaded June 2012)*.

When students register to take the NYS Certification Exams, they may request that their scores be reported back to the University. Over a three-year period from 2008 to 2011, 141 students provided their scores to the University. The analyses reported below was based on data from these 141 cases, obtained from the Office of Institutional Research at St. John's University. The analyses indicated that 403 separate scores were available, based on the fact that the 141 candidates completed one or more of the following, connected to STJ Claims:

Claim 1

Part 1, Subarea 1: *Develop, Communicate, Sustain Educational Vision*
Part 2, Subarea 1: *Lead Schoolwide/District Educational Program*

Claim 2

Part 1, Subarea 2: *Manage Change, Make Decisions, Accountability*
Part 2, Subarea 2: *Manage School/District Resources, Finances, Compliance*

Claim 3

Part 2, Subarea 1: *Lead Schoolwide/District Educational Program*

The test scores of students taking the examinations are presented in *Section 4: Results*, below from years 2008 to 2011.

(3) Internship Evaluations

Within the professional literature, the value of internships has been discussed by many authors (e.g., Orr & Orphanos, 2011). These have been summarized by Barnett, Copland, and Shoho (2009) in their review of 29 empirical studies on internships and field experiences in educational administration programs. Briefly, the positive outcomes of internships include providing candidates with the opportunity to:

- improve communication and collaboration abilities with various stakeholder groups (Claim 1);
- learn to organize and manage resources, and design budgets (Claim 1);
- gain exposure to the reality of school governance (Claim 1);
- learn to identify problems and solutions related to school improvement and student achievement (Claim 2);
- learn to implement program and personnel evaluation and use data for school change (Claim 2);
- learn to promote social justice and change in educational settings (Claim 3);
- increase commitment to a career in school administration (Claim 3).

The EDAS program at SJU uses a combination of 2 internship models (as described in Barnett, Copland, & Shoho, 2009). The first is the *course-embedded field experiences* model where 270 of the 540 required hours of experience are situated within the core courses of the program. The course faculty instructor is responsible for reviewing the students' activities, and the evaluation is incorporated into their course grade. The second is a *semi-detached internship*, where students fulfill a set of activities at their schools, documented through a booklet of running records for the 270 hours required, and meet regularly through the semester with a faculty internship advisor who provides professional development, and evaluates the internship at the end of the semester. Field supervisors are also requested to evaluate interns, and a form is provided (sample attached in *Appendix F: Copies of Assessment Instruments*).

The program maintains evaluations of both models Internship activities through a tracking booklet (sample page attached in *Appendix F: Copies of Assessment Instruments*), which are reviewed by the core course faculty members at the end of each semester, and by the Internship supervisor faculty member at the end of the program. The intent of the running records book is to provide a means of self-assessment by students, as well as feedback from field supervisors for their internship experiences, as recommended by the National Association of Secondary School Principals (1995) and other authors (e.g., McCarthy, 2001). The method for evaluating Internship experiences is the same for the classroom and distance learning formats.

The program maintains evaluations of Internship activities through a tracking booklet called the Running Record (sample page attached in *Appendix F*).

For each of the courses when Internship hours are required (45 hours per course for each educational administration core course), students are required to identify up to 5 appropriate internship activities, and indicate their level of involvement (L1 = Awareness; L2 = On Site Observation; L3 = Supervision of/Participation in). The Running Record must be signed by a site supervisor at the end of each semester.

Each candidate also completes an Internship course (EDU 5950 for SBL, EDU 5951 for SDL) which requires 270 hours of field-based activities. The Internship course is typically taken at the end of the students' programs. A listing of possible internship activities aligned with New York State Content Requirements for SBL and SDL are provided, and students are required to indicate their level of involvement (L1, L2, and L3). The Running Record is required to be signed by their site supervisor.

During the Internship course, each candidate is visited by the faculty internship supervisor at their field site. The faculty internship supervisor also communicates with the site supervisor via phone and email to follow up on the progress of the internship activities.

At the conclusion of the Internship course the site supervisor was asked to rate each intern on 2 dimensions. As part of the self-study, EDAS faculty recognized that the 2-item rating did not provide sufficient information on candidate performance relative to the 3 Claims, and therefore did not have sufficient content validity. Three additional items, based on TEAC Quality Principles and STJ Claims (Appendix F) were added to the rating form, for a total of 5 items. The new rating form was instituted in the Spring 2012 semester. Interns are rated on a 4-point scale (1 = Excellent; 2 = Proficient; 3 = Developing; 4 = Unsatisfactory).

For the present self-study, supervisors' ratings for Question 1 were examined as support for Claim 1:
Overall assessment of knowledge acquired by the intern of administrative and supervisory procedures, to the extent specified in the intern's approved program.

Supervisors' ratings for Question 2 were examined as support for Claim 2:
Overall assessment of demonstrated performance by the intern of administrative and supervisory tasks, to the extent specified in the intern's approved program.

The data from respondents from 2009 to 2011, using the prior 2-question form, is summarized in *Section 4: Results*, below.

(4) Student Surveys

The program faculty constructed the School Leadership Qualities Survey (SLQS) (Miller, Parmar, & Marchis, 2011) for students based on the NYS Content Requirements for SBL and SDL programs. The SLQS consisted of 12 items rated on a scale of 1 – 4 (*1 = not very confident, 2 = somewhat confident, 3 = reasonably confident, 4 = very confident*). The survey was administered in person to students in traditional classes, and as a weblink to students in distance learning courses. The survey took approximately 10 minutes to complete. Data were collected and analyzed, and mean scores on each item reported.

The SLQS had high content validity, as the items were directly derived from the NYS Content Requirements for programs for SBL and SDL. . The items directly reflect the content standards, which are themselves closely aligned to ISLLC (2006) standards. The items therefore can be associated with the STJ Claims.

Claim 1: Items 1, 2, 3, 7, 11, 12, 17, 19
Claim 2: Items 5, 8, 13, 14, 15, 16, 18
Claim 3: Items 4, 6, 9, 10
Learning How to Learn: Items 5, 10, 16
Multicultural Perspectives: Items 3, 4, 5
Technology: Items 7, 8, 11

The items were reviewed by EDAS program faculty, and administered to 5 students to examine the clarity of the wording. All items were found to be appropriately worded and understandable by the target student group. The internal consistency was .97, based on a sample of 67 respondents. A copy of the survey is presented in *Appendix F.*

The survey is being administered at three points in the students' programs – beginning, middle, and end. The intent was to determine if students were experiencing a growth in confidence in their ability to implement the responsibilities of school leadership. The courses selected for administration were:

SBL: EDU 5415, EDU 5650, EDU 5950
SDL: EDU 5103, EDU 5655, EDU 5951

A comprehensive sample of all students enrolled in the designated courses was surveyed. The response rate during the Fall 2011 and Spring 2012 semesters ranged from 23 for SDL students to 67 for SBL students. The findings from the student survey are presented in *Section 4: Results*, below, separated by Claim.

(5) Alumni Focus Groups and Surveys

Alumni Focus Groups

One of the strategies for obtaining feedback from alumni of the program was through the coordination of focus groups. The purpose of the focus group discussion was to gather feedback on the effectiveness of the St. John's School Building and School District Leader programs. A qualitative research design was employed for data collection and analysis. The following Research Questions guided the thematic analysis:

1. What are the successes and challenges of our School Building and School District Leader programs based on seven quality findings needed for graduate programs (Darling-Hammond, et al., 2007) in educational leadership?
2. What are some directions to consider for future program development?

Framework for Focus Group Discussion. Seven key components for effective graduate programs in educational leadership have been identified in the professional literature (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). They include: (a) a well-defined theory of leadership for school improvement; (b) a comprehensive and coherent curriculum aligned to state and professional standards; (c) active student-centered instruction employing pedagogies that facilitate the integration of theory and practice and stimulate reflection, such as problem-based learning, action research, field based projects, journal writing, and portfolios that feature ongoing feedback with self, peer and faculty assessment; (d) quality internships that provide developmental opportunities to apply leadership skills and knowledge under the guidance of expert practitioners; (e) faculty that are expert scholars and practitioners knowledgeable in K-12 teaching and school administration; (f) social and professional support in the form of a cohort structure, and formalized mentoring from expert administrators; recruitment that targets selection processes that bring expert teachers with potential for educational leadership; and (g) carefully targeted recruitment.

Participants. The Focus Group participants were all former graduates of the Educational Leadership programs. One group (n=10) met at the Oakdale site on June5th, 2012. The other

Focus Group (n=7) met at the Queens campus on July 12th. Each group met for one hour at 5pm.

       Collection of Data. Data sources consisted of the following: Transcript of discussion at Focus group sessions, Concept Map, E-journal Reflection, and artifact.

       Focus Group Session:

       Two Focus Groups of EDAS program alumni were convened during summer, 2012. The Focus Group participants were provided with stimulus questions related to the three claims made by the EDAS program, based on TEAC Quality Principles, and characteristics of exemplary educational leadership programs (Darling-Hammond et al., 2007), as presented in Table 3.2, below. Prompts were provided that targeted TEAC Quality Principle 1 Evidence of candidate learning in 1.1 Professional knowledge: evidence that graduates have sufficient knowledge to undertake important tasks in schools they lead; 1.2 Strategic decision-making; evidence that candidates make decisions fairly and collaboratively, formulate strategy to achieve the school's goals, and articulate and communicate an education vision based on the school's mission; 1.3 Caring and effective leadership skills: leaders lead by acting on their knowledge in a caring and professional manner that results in increase in student achievement. The prompts included:

Table 3.2. Focus Group Discussion Prompts.
_____
Focus Group Discussion: Prompts (10) that participants should respond to during Focus Group session:
<u>Claim 1: Professional Knowledge:</u>
    I have developed and implemented an educational vision …
    I have collaborated and worked effectively to identity goals and objectives for achieving an educational vision, seeking and valuing diverse perspectives and alternative points of view when…
    As a leader, I have communicated and worked effectively with parents, staff, students, community leaders, and other community members from diverse backgrounds, providing accurate information that publicizes the school's goals, expectations, and performance results by …
    As an instructional leader, I communicate with school board members to develop, implement district policies, manage change, and manage district affairs by…

Table 3.2 contd.
Claim 2: Strategic Decision-making:

As an instructional leader, I lead comprehensive, long range planning, to determine the present state of the school, identify problems, propose solutions, and validate improvements with regard to (and not limited to) the following: curriculum development, instructional strategies, technology use, classroom organization and practices, assessment, student support services, professional support and development, facilities development, and planning with universities when I…

I established the conditions necessary to provide a safe, healthy, and supportive learning environment for students and staff by…

I established a school budget and managed school finances and facilities to support achievement of educational goals and objectives when I …

Claim 3: Caring and Effective Leadership

As a leader, I effect any needed educational change through ethical decision-making based upon factual analysis, even in the face of opposition when I…

As a leader, I set a standard for ethical behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic by…

As a learning leader, I maintain a personal plan for self-improvement and continuous learning by…

_____

Concept Map: All participants received a concept map at the beginning of the Focus Group session. Each participant was asked to create a map of successes and challenges of program and give input on suggestions for future program implementation.

E Journal: Participants were asked to complete a E Journal that addressed the Cross-cutting themes of Learning how to Learn; Multicultural Perspectives; and Technology through examples from professional practice in their own experience. The prompts included:

- Describe your set of intellectual skills, tools and ideas that enable you as a leader to learn on your own, and transfer what you have learned to new contexts.
- Explain in your discussion how you have acquired the dispositions and skills for lifelong learning in the field. (Learning how to Learn)
- What evidence can you give that shows that you understand gender, race, individual differences, and ethnic and cultural perspectives for educational practice. (Multicultural ideas)
- Explain how you as a leader have integrated technology into the profession.

Artifact: Each participant was asked to select an artifact that was an exemplar of an accomplishment that was attained from the outcome of the program preparation as a knowledgeable educational leader (Claim 1), decision-maker (Claim 2), and ethical professional (Claim 3).

Focus Group data were analyzed using qualitative methods, including triangulation of data sources, low inference descriptors, member checks, and relationship to theory.

a. Triangulation of data sources revealed that both focus groups identified similar areas where the EDAS program met the standards for effective graduate program, and similar areas where enhancement is needed (social and professional support in the form of cohorts; better integration of theory and practice). Their artifacts illustrated activities that demonstrated professional knowledge (Claim 1), strategic decision-making (Claim 2), and ethical professional action (Claim 3). The e-journals provided their reflections on the Cross-cutting themes, consistent with their focus group discussions.

b. Evidence of low inference descriptors was obtained from a review of audio-tapes of the focus groups, where it was evident that all group participants were comfortable with the terminology being used, which was related to theoretical and practical aspects of educational leadership.

c. Member checks through email and phone follow-up conversations of alumni by faculty leading the focus groups revealed that the participants were confident that their views were accurately represented.

d. The analysis of focus group transcripts by faculty (Cozza et al.) was guided by the standards for effective graduate leadership programs, and the TEAC Claims, leading to an integration of theory and practice.

The findings from the Focus Groups are presented in *Section 4, Results*, below.

The *School Leadership Preparation and Practice Survey—Graduate Edition (SLPPS-G)*, a survey for alumni from the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice, is currently being investigated as a means of obtaining systematic feedback from alumni. The intent is to reach a wider group of individuals. It is anticipated that the survey will be conducted in Spring 2013.

(6) Research Studies by EDAS Program Faculty

As part of the continuing effort to examine program components and student outcomes from a scholarly perspective, several EDAS faculty have conducted research studies on various aspects. These are in addition to the five main data sources. The findings of the studies as related to the Claims are briefly summarized in *Section 5: Discussion and Plan*, below.

Part 4. Results

This section presents the findings from various data collection and analyses conducted by EDAS faculty to investigate and reflect on program effectiveness. The implications of the findings, and resulting decisions and actions are presented in Part 5: Discussion and Plan.

Claim 1: STJ graduates possess the professional knowledge necessary to serve as educational leaders.

    (1) Graduate GPA

Table 4.1. Courses Corresponding to STJ Claim 1 and GPA of 2009-2011 EDAS Enrollees.

TEAC STJ Claim	Corresponding Courses	GPA		
		Mean	Std. Dev.	N
STJ Claim #1: STJ graduates are qualified to serve as educational leaders	SBL: 5415, 5418, 5761, 5791	3.76	0.25	260
	SDL: 5103, 5632, 5655, 5741	3.88	0.26	263

The average graduate GPA for courses most closely related to Claim 1 is well above the required minimum of 3.0 stated in the Graduate Bulletin. Candidates for both SBL and SDL appear to have a high level of professional knowledge as reflected in their mastery of course content.

    (2) New York State Educational Leadership Certification Exams

The sample size for each analysis reported in Table 4.2, below, varies somewhat as a few students did not attempt both parts of each exam, and some students did not receiving passing scores by the time of data reporting (Fall 2011). Students are allowed to re-take the exam numerous times, so additional students may have passed in future administrations.

Table 4.2. Number and Percent of EDAS Candidates Receiving Passing Scores on the NYS Certification Exams 2008-2011.

	Passed 1st Attempt n	Passed 1st Attempt %	Passed Total n	Passed Total %
SBL Part I	109/134	79.6%	116/126	92.1%
SBL Part 2	99/133	74.4%	115/121	95.0%
SDL Part I	42/43	97.7%	42/42	100.0%
SDL Part 2	36/42	85.7%	39/43	90.7%

The findings from Table 4.2 indicate a very high passing rate, overall for the examinations, indicating the success of the program in preparing students according to guidelines and requirements established by the state. It was noted by program faculty that the first attempt pass rates for SBL were somewhat low, and a decision was made to investigate further. It is difficult to compare the outcomes to NYS results as the State data are reported for each administration time, and not disaggregated by candidates taking the examination for the first or second time.

SBL and SDL Part 1, Subarea 1, and Part 2, Subarea 1 provided data to support Claim 1.

Table 4.3. Number and Percent of Candidates Receiving Passing Scores on the NYS Certification Exams Subareas Representing Claim 1, 2008-2011.

	Subarea	Passed First Attempt n	Passed First Attempt %
SBL Part I, Subarea 1	Develop, Communicate, Sustain Vision (MC 25%)	96	76.2%
	Develop, Communicate, Sustain Vision (W 17%)	112	88.9%
SBL Part 2, Subarea 1	Lead Educational Program (MC 31%)	102	84.3%
	Lead Educational Program (W 33%)	77	63.6%
SDL Part I, Subarea 1	Develop, Communicate, Sustain Vision (MC 25%)	33	78.6%
	Develop, Communicate, Sustain Vision (W 17%)	32	76.2%
SDL Part 2, Subarea 1	Lead Educational Program (MC 31%)	31	72.1%
	Lead Educational Program (W 33%)	32	74.4%

Note: MC = multiple choice; W = written essay; % = weight in final score calculation.

While the percentage of students passing the SBL and SDL examinations overall was high, some students did not pass on their first attempt. The above analysis in Table 4.3

indicated that the area of professional knowledge (Claim 1) that needed the most development was that of the written essay portion of candidates' ability to Lead the Educational Program. A comparative report of institutional outcomes across the state, provided by the NYS Department of Education revealed that this was an area of weakness of all respondents. Candidates were strongest in their ability to Develop, Communicate, and Sustain an Educational Vision.

(3) Internship Assessment

As mentioned in Part 3, at the time of conducting the self-study for this Inquiry Brief, field supervisors were asked to complete a 2-item overall rating of interns. This was in addition to signing the Running Records form, which was a student self-tracking form and did not consist of a rating aspect. Since then, the supervisors' evaluations have been extended to include questions specific to STJ Claims. At the present time, results from Question 1 are most closely associated with Claim 1. Table 4.4 below.

Table 4.4. Summary of Field Supervisors' Exit Evaluations* of Interns 2011 (n=16) for Claim 1.

Question	Rating
Overall assessment of knowledge acquired by the intern of administrative and supervisory procedures, to the extent specified in the intern's approved program.	Excellent = 15/16 Proficient = 1/16 Developing = 0/16 Unsatisfactory = 0/16

*Note: Three additional items reflecting TEAC Quality Principles were added to the exit questionnaire in 2012.

All of the interns had been rated as Excellent, with the exception of one candidate. The ratings are consistent with informal feedback to the Internship faculty supervisor.

(4) Student Surveys

Results from the SLQS related to Claim 1 are presented below.

Table 4.5. Claim 1: Mean Scores of EDAS students on the SLQS Fall 2011 administration.

NY State Content Standard	SBL Courses			SDL Courses		
	5415 n = 29	5650 n = 14	5950 n = 24	5103 n = 9	5655 n = 12	5951 n = 3
1. Develop educational vision	2.79 (.62)	2.71 (.91)	3.58 (.58)	3.78 (.44)	3.67 (.49)	3.33 (.58)
2. Identify goals and objectives	3.03 (.78)	2.86 (1.01)	3.75 (.44)	3.78 (.44)	3.75 (.45)	3.33 (.58)
3. Build and support student achievement	3.21 (.68)	2.93 (1.14)	3.79 (.51)	3.78 (.44)	3.75 (.45)	3.67 (.58)
7. Create learning environment	3.38 (.73)	3.00 (1.04)	3.88 (.34)	3.78 (.44)	3.92 (.29)	3.33 (1.16)
11. Design and execute district-wide systems	n/a	n/a	n/a	3.22 (.67)	3.73 (.47)	2.33 (.58)
12. Interact effectively with school board	n/a	n/a	n/a	3.11 (.60)	3.82 (.41)	2.33 (1.16)
17. Provide effective supervision of teachers	2.79 (.86)	2.93 (.92)	3.63 (.58)	3.44 (.73)	4.00 (.00)	3.33 (.58)
19. Provide opportunities for professional development	2.97 (.73)	3.29 (.99)	3.67 (.64)	3.67 (.50)	3.75 (.87)	3.33 (1.16)

Note: numbers in ()s are standard deviations.

Table 4.5 indicates that students generally expressed greater confidence in the State content requirements as they spent more time in the program. The area where students continued to lack confidence in their abilities through the three points in the program was in creating district-wide plans and interacting with school boards. While some progress was observed, mean scores remained below 3.0 in this area by the time students reached their final internship course. EDAS program faculty discussed the observation, and noted that as many students are from non-public schools (Catholic and other Christian denominations, Yeshivas and other Jewish institutions, Madrasas, and non-religious private schools), their experiences with these areas may be somewhat limited or restricted, and they may have had less opportunity to build confidence as compared with students from public school districts.

(5) Alumni Focus Groups

Table 4.6.. Alumni Focus Group Discussion and Concept Map Findings Related to Claim 1.

Focus Group 1: Oakdale Site	Focus Group 2: Queens Campus
SUMMARY of SUCCESSES: cohort model; technology; team work; common goals; support; data-driven decision-making; internship; expert professors; collegial environment	SUMMARY of SUCCESSES: authenticity; customer service; reflection; best practices; networking; application of theory; research process; writing skills; communication; expert professors; collegiality
SUMMARY of CHALLENGES: improve technology; create capstone course; create visionary leaders; share previous cohort knowledge and experience; create better exam preparation; create more practical coursework; create a better balance between team work and individual work; bring speakers with different perspectives into the classes; relate common core standards to theories of leadership and instruction	SUMMARY of CHALLENGES: expert professors; application of theory; networking; data analysis; cohort model; communication; uniformity; capstone
SUMMARY of PROFESSIONAL KNOWLEDGE: 3-5 plans; technology and financial plans; accreditation process; vision statements; mission statements; leadership; cohort model; grant writing; implementing legislation; importance of teamwork; how to communicate with all stakeholders; : importance of "themes, patterns, and discrepancies"; data-driven decision-making; support from professors; learning applications for students; how to develop social capital; getting stakeholders to buy into vision; organizational theory; teaching models and strategies; using course management system; shared decision-making; professionals staff development; small class sizes, collegiality, different	SUMMARY of PROFESSIONAL KNOWLEDGE: customer service; vision; sustainable growth; service; teamwork; stakeholders; communication; diversity; expert professors; data driven decision-making

Focus Group 1: Oakdale Site	Focus Group 2: Queens Campus
visions; different perspectives	

The focus group responses support the other data in that individuals who had graduated from the program felt comfortable in their professional knowledge as related to the roles and responsibilities of building and district administrators.

Claim 2: STJ graduates are competent in strategic decision-making.

(1) Graduate GPA

Table 4.7. Courses Corresponding to STJ Claim 2 and GPA of 2009-2011 EDAS Enrollees.

TEAC STJ Claim	Corresponding Courses	GPA		
		Mean	Std. Dev.	N
STJ Claim #2: STJ graduates are competent in strategic decision-making.	SBL: 5571, 5650, 5701, 5761	3.84	0.24	309
	SDL: 5300, 5301, 5655, 5741	3.92	0.17	186

The average graduate GPA for courses most closely related to Claim 2 were uniformly high, with a small standard deviation. Students in the program demonstrated strategic decision-making skills as evidenced by their mastery of course content.

(2) New York State Educational Leadership Certification Exams

Table 4.8. Number and Percent of Candidates Receiving Passing Scores on the NYS Certification Exams Subareas 2008-2011.

Subarea		Passed First Attempt n	Passed First Attempt %
SBL Part 1, Subarea 2	Change, Decision-Making, Accountability (MC 25%)	67	53.2%
	Change, Decision-Making, Accountability (W 33%)	100	79.4%
SBL Part 2, Subarea 2	Manage Resources, Finance (MC 19%)	68	56.2%
	Manage Resources, Finance (W 17%)	104	86.0%
SDL Part 1, Subarea 2	Change, Decision-Making, Accountability (MC 25%)	30	71.4%
	Change, Decision-Making, Accountability (W 33%)	34	81.0%
SDL Part 2, Subarea 2	Manage Resources, Finance (MC 19%)	31	72.1%
	Manage Resources, Finance (W 17%)	32	74.4%

Note: MC = multiple choice; w = written essay; % = weight in final score calculation.

In reference to Claim 2, the first attempt passing rates of graduates indicates that the areas of Accountability and Finance, particularly when measured in a multiple-choice format, were the greatest challenge. The data are consistent with student survey responses on their level of confidence in the various areas, and feedback from focus groups.

(3) Internship Assessment

Table 4.9. Summary of Field Supervisors' Exit Evaluations* of Interns 2011 (n=16) for Claim 2.

Question	Rating
Overall assessment of demonstrated performance by the intern of administrative and supervisory tasks, to the extent specified in the intern's approved program.	Excellent = 15/16 Proficient = 1/16 Developing = 0/16 Unsatisfactory = 0/16

***Note: Three additional items reflecting TEAC Quality Principles were added to the exit questionnaire in 2012.*

Fifteen of the 16 interns rated at the time of this report were considered to be at the Excellent level. The data are consistent with informal feedback to the Internship director regarding candidates.

During the 2011 academic year, an additional cohort of 9 students completed *full-time, job-embedded internships* through a special grant from the Curran Foundation for the

preparation of Catholic school leaders. They were evaluated through a process created by the Foundation staff. A third cohort is in the funded program at the present time.

(4) Student Surveys

Results from the SLQS related to Claim 2 are presented below.

Table 4.10. Claim 2: Mean Scores of EDAS students on the SLQS Fall 2011 administration

NY State Content Standard	SBL Courses			SDL Courses		
	5415 (n = 29)	5650 (n = 14)	5950 (n = 24)	5103 (n = 9)	5655 (n = 12)	5951 (n = 3)
5. Establish accountability systems for goals	2.79 (.77)	2.79 (.98)	3.67 (.64)	3.78 (.44)	3.83 (.39)	3.33 (.58)
8. Establish budget & manage finances	2.00 (1.00)	2.50 (1.10)	2.92 (.78)	3.22 (.83)	3.42 (1.0)	2.67 (1.16)
13. Lead planning to determine present status	2.66 (.86)	3.14 (.77)	3.58 (.72)	3.33 (.71)	3.92 (.29)	3.67 (.58)
14. Lead planning to determine root causes	2.76 (.79)	2.93 (.92)	3.62 (.65)	3.56 (.73)	3.83 (.39)	3.67 (.58)
15. Lead planning propose solutions	2.69 (.85)	3.14 (.95)	3.62 (.65)	3.56 (.73)	3.83 (.39)	3.33 (1.16)
16. Lead planning to validate improvement	2.66 (.90)	3.07 (.73)	3.67 (.64)	3.44 (.73)	3.83 (.39)	3.33 (.58)
18. Provide effective staff support	3.00 (.80)	3.36 (.84)	3.63 (.65)	3.67 (.50)	3.92 (.29)	3.67 (.58)

Note: numbers in ()s are standard deviations.

The outcomes from the SLQS point to the need to enhance professional preparation in the area of finance and budgeting. Within the SDL program, additional areas in need of enhancement include applying statutes and regulations, designing district-wide systems, and interacting with school boards. The observation is consistent with results from the New York State Certification exam, where the subarea of budgeting and finance had the lowest rate of students passing.

(5) Alumni Focus Groups

Table 4.11. Alumni Focus Group Discussion and Concept Map Findings Related to Claim 2.

Focus Group 1: Oakdale Site	Focus Group 2: Queens Campus
SUMMARY of STRATEGIC DECISION MAKNG: student-centered decision-making; implementing the Dignity Act; value	SUMMARY of STRATEGIC DECISION MAKNG: expert professors; mentoring; research process; customer service; stakeholder; communication

Focus Group 1: Oakdale Site	Focus Group 2: Queens Campus
diversity; transition planning; problem-solving; authentic learning; collaborative learning; cohort model; communication skills	
SUMMARY of BUDGET: data-driven decision-making; strategic planning; problem-solving; financial management	SUMMARY of BUDGET: assessment; stakeholders, educational goals; technology; financial management

The focus group participants indicated areas of strength in strategic decision-making, based on their preparation in the program. Suggestions for general program enhancement had been discussed including more case study analysis, and more data-based decision-making activities.

Claim 3: STJ graduates are caring and effective educational leaders.

(1) Graduate GPA

Table 4.12. Courses Corresponding to STJ Claim 3 and GPA of 2009-2011 EDAS Enrollees.

TEAC STJ Claim	Corresponding Courses	GPA		
		Mean	Std. Dev.	N
STJ Claim #3: STJ graduates are ethical and caring educational leaders.	SBL: 5471, 5571, 5701	3.85	0.22	300
	SDL: 5103, 5420, 5800	3.93	0.16	167

The average GPA for courses most closely related to Claim 3 was high, with a very small standard deviation, indicating that candidates were well prepared in this area as based on their mastery of course content.

(2) New York State Educational Leadership Certification Exams

Table 4.13. Number and Percent of Candidates Receiving Passing Scores on the NYS Certification Exams Subareas 2008-2011.

Subarea		Passed First Attempt n	Passed First Attempt %
SBL Part 1, Subarea 2	Change, Decision-Making, Accountability (MC 25%)	67	53.2%
	Change, Decision-Making, Accountability (W 33%)	100	79.4%
SDL Part 1, Subarea 2	Change, Decision-Making, Accountability (MC 25%)	30	71.4%
	Change, Decision-Making, Accountability (W 33%)	34	81.0%

Note: MC = multiple choice; w = written essay; % = weight in final score calculation.

Consistent with observations for Claims 1 and 2, the area in need of strengthening was that of Change, Decision-Making, and Accountability. This incorporates items connected with knowledge of state and federal regulations and compliance. The area will be enhanced in future course offerings.

(3) Internship Assessment

It was observed that the current internship evaluation system did not contain an item directly related to Claim 3. A specific question for field supervisors related to Claim 3 has been added for future administrations.

(4) Student Surveys

Results from the SLQS related to Claim 3 are presented below.

Table 4.14. Claim 3: Mean Scores of EDAS students on the SLQS Fall 2011 administration

NY State Content Standard	SBL Courses			SDL Courses		
	5415 (n = 29)	5650 (n = 14)	5950 (n = 24)	5103 (n = 9)	5655 (n = 12)	5951 (n = 3)
4. Effect change by ethical decision-making	2.76 (.58)	3.29 (.91)	3.71 (.55)	3.78 (.44)	3.83 (.39)	3.67 (.58)
6. Set standards for ethical behavior	3.34 (.72)	3.00 (1.1)	3.83 (.48)	3.78 (.44)	3.83 (.39)	3.67 (.58)
9. Apply statutes and regulations	2.24 (1.12)	2.86 (1.1)	3.48 (.73)	3.33 (.50)	3.58 (.67)	2.67 (1.16)
10. Maintain personal development plan	3.34 (.72)	3.36 (.93)	3.63 (.82)	3.78 (.44)	4.00 (.00)	3.33 (.58)

Note: numbers in ()s are standard deviations.

The above survey data indicated that students felt strongly in their belief that they were developing ethical and caring practices and principles as they progressed in the program. An area in need of further enhancement was in the students' ability to apply statutes and regulations at the district level.

(5) Alumni Focus Groups

Table 4.15. Alumni Focus Group Discussion and Concept Map Findings Related to Claim 3.

Focus Group 1: Oakdale Site	Focus Group 2: Queens Campus
SUMMARY of CARING AND EFFECTIVE LEADERSHIP: sense-making; student-centered decision-making; multiculturalism; self-improvement; role modeling; instructional technologies; ethical behavior	SUMMARY of CARING AND EFFECTIVE LEADERSHIP: student-centered data driven decision-making; mediation; transparency; consistency; vision; mentoring; team work; trust; appreciation; communication; honesty; integrity

Alumni identified areas where the program had prepared them to be caring and ethical leaders. In general, they spoke to the student-centered orientation of the program, with courses consistent with vision and mission, and indicated that faculty modeled ethical behavior.

Cross-Cutting Themes

(1) Graduate GPA

Table 4.16. Courses Corresponding to STJ Cross-Cutting Themes and GPA of 2009-2011 EDAS Enrollees.

TEAC STJ Claim	Corresponding Courses	GPA		
		Mean	Std. Dev.	N
Learning how to learn	SBL: 5415, 5418, 5571	3.84	0.23	265
	SDL: 5301, 5665, 5800	3.92	0.27	124
Multicultural perspectives and accuracy	SBL: 5471, 5651, 5791, 5811	3.79	0.25	258
	SDL: 5300, 5301	3.94	0.14	107
Technology	SBL: 5650, 5761	3.86	0.29	262
	SDL: 5655, 5665	3.90	0.30	135

For the Cross-Cutting themes, the grades in courses most closely related to the themes averaged B+ or better, exceeding the standards for graduate study as defined in the Graduate Bulletin (pg. 14 – Academic Standing).

(2) New York State Educational Leadership Certification Exams

A detailed item analysis was not available for the SBL and SDL examinations, therefore it was not possible to identify the components related specifically to cross-cutting themes. All available subarea data are presented above.

Table 4.17. Number and Percent of Candidates Receiving Passing Scores on the NYS Certification Exams Subareas 2008-2011.

	Subarea	Passed First Attempt n	Passed First Attempt %
SBL Part I	Develop, Communicate, Sustain Vision (MC 25%)	96	76.2%
	Develop, Communicate, Sustain Vision (W 17%)	112	88.9%
	Change, Decision-Making, Accountability (MC 25%)	67	53.2%
	Change, Decision-Making, Accountability (W 33%)	100	79.4%
SBL Part 2	Lead Educational Program (MC 31%)	102	84.3%
	Lead Educational Program (W 33%)	77	63.6%
	Manage Resources, Finance (MC 19%)	68	56.2%
	Manage Resources, Finance (W 17%)	104	86.0%
SDL Part I	Develop, Communicate, Sustain Vision (MC 25%)	33	78.6%
	Develop, Communicate, Sustain Vision (W 17%)	32	76.2%
	Change, Decision-Making, Accountability (MC 25%)	30	71.4%
	Change, Decision-Making, Accountability (W 33%)	34	81.0%
SDL Part 2	Lead Educational Program (MC 31%)	31	72.1%
	Lead Educational Program (W 33%)	32	74.4%
	Manage Resources, Finance (MC 19%)	31	72.1%
	Manage Resources, Finance (W 17%)	32	74.4%

Note: MC = multiple choice; w = written essay; % = weight in final score calculation.

Table 4.17, above, reveals that the areas of most significant concern were the multiple-choice responses within SBL Change, Decision-Making, Accountability, and Manage Resources, Finance. This outcome is consistent with that reported by Orr (2010) where candidates in 17

leadership programs self-reported lower means in the area of management and operations, as compared to other leadership competency areas. Candidates also showed low percentage of correct responding in the written essay section of SBL Lead Educational Program.

The findings were discussed by EDAS faculty at their meeting of April 28, 2011. In order to address these areas of weakness for future candidates it was determined that (a) the *EDU 5761 School-Based Business Administration* course should be moved from being an administrative elective to the Core courses; (b) the *EDU 5741 Finance in Education* course syllabus should be reviewed and considerably updated; (c) The *EDU 5571 Administrative Theory and Planned Change* course syllabus should be reviewed and enhanced; (d) written responses to case studies should be incorporated into several Core courses, where appropriate; (e) internship activities that provide experience with instructional leadership should be emphasized more strongly in the Core courses. Data on the effectiveness of these measures will be collected during the 2012 academic year.

(3) Internship Assessments

A review of the questions asked of field supervisors revealed that they were not specifically targeted to the cross-cutting themes. An expansion of the questions was discussed by EDAS faculty.

(4) Student Survey

A review of the questions asked on the SLQS revealed that they were not specifically targeted to the cross-cutting themes. Alternative methods of assessment, such as case study analyses were discussed by EDAS faculty.

(5) Alumni Focus Groups

During the course of the focus group discussion, alumni indicated that there is a strong emphasis on multicultural perspectives and learning to learn within the EDAS program. The technology dimension needed more development to be comprehensive and current.

As part of the focus group activity, alumni were asked to compile e-journals that related specifically to the cross-cutting themes. An analysis of the data from the e-journals is currently underway by program faculty.

Part 5. Discussion and Plan

The discussion presented below relates the outcome data from *Part 4: Results, Appendix B: Capacity* and *Appendix D: Program Requirements* to the claims of the EDAS program. We also include a brief summary of faculty reflections and actions for program enhancement.

1.0 Quality Principle 1: Evidence of Candidate Learning

1.1 STJ Claim #1: STJ graduates are qualified to serve as educational leaders.

Findings

- The GPA of students in the EDAS program for courses addressing professional knowledge was found to be uniformly high (>"B" average), which is a positive indication of student success.
- The results from the NYS licensure exam indicated that the large majority of students appear to have the knowledge and skills necessary to be effective school leaders.
- The findings from the Internship evaluations indicated that all candidates were rated as Proficient or Excellent by their field supervisors.
- The results from the SLQS indicated that the candidates, on average, felt they were confident in mastering the NYS competencies for SBL and SDL.
- Feedback from alumni through focus groups indicated that graduates felt prepared in terms of professional knowledge to meet the challenges of their jobs as educational leaders.
- The review of student records (Appendix B) revealed that students are completing the program in a timely manner, and obtaining the grades necessary for graduate study.

Plan

When reflecting on course content, EDAS faculty noted that the course descriptions had not been updated to align with the most recent standards. Subsequently, all EDAS course descriptions in the Graduate Bulletin (revision for 2013) have been changed to reflect NYS content standards for SBL and SDL. Additionally, appropriate NYS and ISLCC Standards have been included in all program course syllabi. These were presented at the DAIL Faculty Retreat in October 2011 to all full-time faculty and adjuncts, and the match between course objectives and Standards was verified. Two faculty members outside of EDAS (Drs. Cho and Campbell) then reviewed the revised syllabi and provided feedback, which was then incorporated into the updated version now in use.

The review of course content continues to be a dynamic process, and regular meetings of EDAS faculty will be conducted to ensure that syllabi are current and reflect the standards and recommendations of the State and professional organizations. The most recent initiative has been to update the descriptions of internship activities for each course, and align these with course objectives and standards. Faculty are active members of UCEA, CADEA, and ASCD, and bring this expertise to the discussion.

The Director of the Non-Public Schools program was requested to review the cases of students who did not have overall undergraduate GPAs that met the initial admission criteria (as per the audit reported in Appendix B). The review indicated that the students did maintain a graduate GPA of "B" or higher, thus enabling them to successfully move out of probationary status. It was recommended that if students demonstrate persistent academic difficulties, they can be directed to resources such as the university writing lab for assistance.

1.2 STJ Claim #2: STJ graduates are competent in strategic decision-making.
Findings

- The GPA of students in the EDAS program for courses addressing strategic decision making was found to be uniformly high (>"B" average), which is a positive indication of student success.
- The results from the NYS licensure exam indicated that the large majority of students appear to have the strategic decision making capacity necessary to be effective school leaders.
- The findings from the Internship evaluations indicated that all candidates were rated as Proficient or Excellent by their field supervisors.
- The results from the SLQS indicated that the candidates, on average, felt they were confident in mastering the NYS competencies for SBL and SDL.
- Information from the alumni focus group supported the claim that graduates were comfortable in engaging in leadership tasks that required strategic decision-making.

Plan

In response to the analysis of passing rates of students on the various subcomponents of the NYS certification exam, the program faculty decided to include a required course in school business administration within the SBL program.

The examination and analysis of case studies in educational administration was presented by EDAS faculty as a means of encouraging students to apply their knowledge and develop as reflective leaders. Accordingly, case studies were identified and coded for the

various program courses. These case studies are to be incorporated into course syllabi in the 2012-2013 academic year.

With the critical role of Internship experiences in developing strategic decision-making, the Internship Director has reviewed the requirements for course-embedded internships, and will be more closely following their implementation through ensuring that the experiences are evaluated as part of the course grade (indicated in the syllabus), and that the selected activities match the course objectives.

1.3 STJ Claim #3: STJ graduates are caring and effective educational leaders.

Findings

- The GPA of students in the EDAS program for courses addressing caring and ethical leadership was found to be uniformly high (>"B" average), which is a positive indication of student success.
- The results from the NYS licensure exam indicated that the large majority of students appear to have the caring and ethical leadership qualities necessary to be effective school leaders.
- The responses of students on the SLQS indicated that they felt confident in their preparation as caring and ethical leaders.
- The focus group discussion indicated that graduates felt prepared to take on roles of caring and ethical leaders.

Plan

EDAS faculty discussed the ways in which caring and ethical leadership may be most directly observed, and it was decided to add a question to the supervisor evaluation of the Internship to focus on this aspect.

The Associate Director of Service Learning (Ms. Lynn Stravino) at the University was invited to speak at a faculty meeting, and the Internship Director has been in communication with her regarding opportunities for service learning within the program.

It has been noted in the professional literature that school reform is a collaborative effort among school administrators, teachers, and other professionals, however leadership programs are often distant from teacher education programs within universities (Monk, 2008). Collaboration encourages the development of a broader perspective and promotes caring for student welfare from a cross-discipline perspective. EDAS faculty have initiated several

collaborations with teacher education, most notably in the area of TESOL where a joint grant (Project LEADER) is currently being implemented to provide both TESOL and SBL certification to teachers in the urban schools in the New York metropolitan area.

1.4 Cross-cutting themes
       1.4.1   Learning how to learn
       1.4.2   Multicultural perspectives and accuracy
       1.4.3   Technology

Findings

- The GPA of students in the EDAS program for courses addressing the cross-cutting themes (Part 4(1) and Appendix D) was found to be uniformly high (>"B" average), which is a positive indication of student success.
- The results from the NYS licensure exam (Part 4(2)) indicate that the large majority of students appear to have the ability in the cross-cutting themes necessary to be effective school leaders.

Plan

Specific examples of learning to learn have been identified within the program offerings by EDAS faculty. These include activities such as (a) accessing research resources from the library and professional organizations on exemplary practices; (b) analysis of case studies and discussions bringing various points of view to bear on problem-solving; (c) analyzing data within the school system and applying the information to program improvement; (d) implementing collaborative and distributive leadership to bring in diverse perspectives; and (e) learning to network with community agencies to learn about additional resources that can benefit students. The implementation of these activities will be periodically reviewed by EDAS faculty, and updated as necessary.

Specific examples of multicultural perspectives and accuracy have been identified within the program offerings by EDAS faculty. The New York City metropolitan area has been identified as one of the most diverse in the country, and this theme is of immense importance. The learning activities include (a) a required course on administrative partnerships with multicultural organizations and community resources; (b) discussion of diversity in various courses, including data analysis of assessments with minority groups, educational programming for students who are English language learners; and discussions on cultural diversity and what it means for school policy and practice. The implementation of these activities will be periodically reviewed by EDAS faculty, and updated as necessary.

Specific examples of technology have been identified within the program offerings by EDAS faculty. These include activities such as (a) a required course on school based data analysis that emphasizes using technology for assessment and program planning; (b) a required course within SDL on creating a district technology plan and seeking support and resources; and (c) the incorporation of basic computer technology in every course for communication, record-keeping, information access, and research. The implementation of these activities will be periodically reviewed by EDAS faculty, and updated as necessary.

1.4 Valid Assessment of Leader Learning

Findings

The validity of the measures used is presented in *Part 3: Assessments*. Copies of local instruments are included in *Appendix F*.

Plan

GPA is often considered to be only a broad indicator of learning, and needs to be supplemented by other data. In addition to GPA as a measure of student learning, the EDAS program, along with others in the School of Education, will be piloting a portfolio assessment system using Digication© software. The value of portfolios for education leadership preparation have been discussed in the professional literature (e.g., Knoeppel & Logan, 2011), and portfolio assessment has been considered by New York State for licensure, although a system is not yet in place.

EDAS faculty have reviewed the course-embedded internships to better align them with course content and expectations.

EDAS faculty have added questions to the field supervisor evaluation of interns to incorporate TEAC quality principles.

As an overall evaluation of the EDAS program, faculty have identified the rubric provided by the Wallace Foundation (2010) as appropriate for the assessment of programs. The rubric will be completed in Fall 2012, and this form of internal evaluation will be periodically conducted for continued program review.

EDAS faculty engaged in a reflective review during a faculty meeting on September 10, 2012. The guidelines suggested by Orr (2011) for exemplary programs were considered. Table 5.1, below, summarizes key aspects of the discussion.

Table 5.1. Features of Exemplary Educational Leadership Programs (Orr, 2011).

Feature	What we have in the STJ EDAS Program	Strategies to improve the STJ EDAS Program
A well-defined theory of leadership for school improvement that frames and integrates the program features around a set of shared values, beliefs, and knowledge;	We have very strong courses in theory, application of theory to practice, and development of values.	We can continue to emphasize the connections between theory and practice to deal with real issues in schools and districts. We can encourage students to consider issues at the state and national policy levels.
A coherent curriculum that addresses effective instructional leadership, organizational development, and change management, and that aligns with state and professional standards;	Our curriculum is well-organized and addresses relevant professional standards. We have reviewed our course content, revised course descriptions, and incorporated field-based learning activities into the courses.	We can develop more administrative partnerships with local school districts to bring current practice to our students.
Active learning strategies that integrate theory and practice and stimulate reflection;	We have a good coverage of leadership concepts and skills.	We can develop stronger "in-basket" exercises and case studies. We can construct more experiences for students to see how activities look in actual school settings.
Quality internships that provide intensive, developmental opportunities to apply leadership	We have both course-embedded and intensive internships.	We can place an even stronger emphasis on course-embedded

Feature	What we have in the STJ EDAS Program	Strategies to improve the STJ EDAS Program
knowledge and skills under the guidance of an expert practitioner-mentor;	We have a workable system of tracking student internship activities.	internships. We can include a reflective report on the course-embedded internship activities.
Knowledgeable (about their subject matter) faculty;	Faculty represent a good balance of individuals with theoretical and practical expertise. Research is continually on-going on topics within educational leadership.	We can continue to participate in professional activities regionally and nationally to keep our knowledge current. We can continue to implement reflective and action research on our programs.
Social and professional support, including organizing students into cohorts that take common courses together in a prescribed sequence, formalized mentoring, and advising from expert principals;	Cohorts exist with the Archdiocese and Nassau BOCES.	We can investigate the use of the cohort model with other partners.

Research Studies By Program Faculty

EDAS faculty and administrators at St. John's University have been actively engaged in research regarding preparation of school leaders, and outcomes of the program. This is consistent with the recommendations of AERA Division A: Task Force on Research and Inquiry (Pounder, 2000) and the UCEA/TEA-SIG Task Force on Evaluation of Leadership Preparation Programs (Orr, 2006). It has been noted that insufficient research exists within the field of educational leadership to guide substantive improvements (e.g., Kottkamp & Rusch, 2009, p. 49). We hope to be able to add to the professional literature as programs strive for improvement to meet upcoming changes and challenges in the educational context. A brief summary of some recent research projects is included below. The studies relate to various aspects of the program and provide additional insights in interpreting the outcomes for the Claims.

Claim 1: Faculty Research

Research Report 1: Non Public School Leaders Program Survey Summary Report I (DelVecchio & He, 2012).

The purpose of this study is to examine the effectiveness of the federally funded Non-Public School Leaders Program through a survey of program graduates. Three research questions were investigated:

1. What is the perception of the impact of a School Building Master Program in preparing student graduates to become competent and confident school leaders?
2. What are the key attributes and best practices of an effective school leadership preparation program?
3. How can school leadership preparation programs be improved?

Research Design and Method

The first stage of the study (reported here) consisted of a survey of graduates from 2007 to 2012 who participated in the federally funded, New York City Department of Education (DOE) Title II A partnership program. Descriptive data were compiled based on a preliminary survey sent to 300 program graduates. Follow up research will include qualitative analysis using data from Focus groups, Open ended Interviews with selected participants, and Document Review.

The survey consisted of demographic questions, followed by 30 questions where participants rated the program in terms of how well they felt that the courses prepared them for future roles as educational leaders. The responses were on a five-point scale,

Participants and procedures

In the first stage of the study, 300 graduates from Catholic, independent and other religious schools from 2007 to 2012 were included in the sample for the survey. Surveys were sent by e-mails in February, 2012, and a total of 60 responses were received. Three of these were dropped from analysis due to incomplete data, leaving a final sample of 57 (12 males and 45 females).

Results

Description of Respondents

Figure 4.6.1. Participants' present job positions
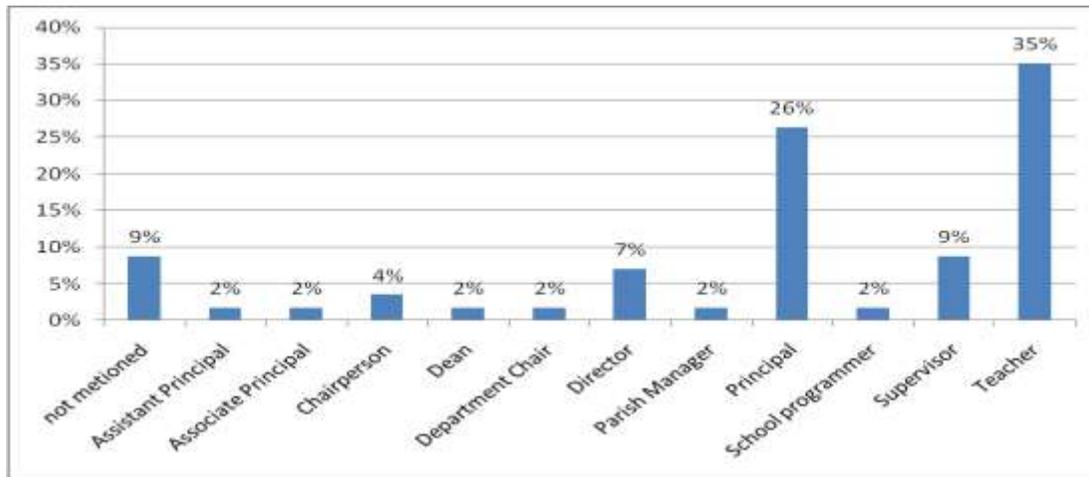
The current sample included principals and associate principals (28%), and teachers at different levels with a proportion of (35%). A demographic breakdown indicated that the majority of respondents were female (79%), between 30 and 60 years of age (86%) and White (79%). Thirty-nine percent were from Catholic schools, 18% from Jewish schools, 18% from non-Catholic Christian schools, 2% from Islamic schools, and 25% Other.

Findings

The data indicate that the students felt least prepared in the areas of budget and finance, and developing an area of specialization (mean scores <4.0). The felt most prepared in the area of instructional leadership, and ability to carry out professional responsibilities. No area was negatively rated.

Students were asked to identify the courses from the program they found the most useful and why. While a number of respondents felt that they benefitted from all the courses, participants selected *EDU 5791 (Legal Aspects), EDU 5471 (Leadership in Instructional Supervision) and EDU 5950 (Internship)* as the most useful courses. Students commented on the need to enhance *EDU 5650 (School Based Data Analysis).* The information will be incorporated into future program planning.

Claim 2: Faculty Research

Research Report 2: The Impact of Merit Pay Implementation (Freeley, 2012)

Purpose

This research focused on the issue of whether or not merit pay should be embraced by districts and states. The study sought to determine the views of teachers and administrators with regard to merit pay for teachers.

Participants

The participants included 108 tenured and non-tenured teachers, 10 school district leaders and 12 school building leaders representing a large urban school district as well as a number of suburban districts.

Instrument

A survey was created by the author based upon a review of recent articles regarding issues surrounding merit pay.

Findings

The data indicated a range of perceptions on the impact of merit pay on recruitment/retention, accountability, student achievement, teacher collaboration/competition and determination of merit pay with discrepant responses based on tenure/non-tenure and teachers/administrators.

Claim 3: Faculty Research

Research Report 3: A study of the qualities of incoming educational leadership candidates (Miller, 2012).

Two exploratory data gathering activities have been initiated to gain a better understanding of our students' characteristics One involves the administration of measures of cognitive and emotional perspective taking (Interpersonal Reactivity Index – IRI - Davis, 1980, 1983), engagement (Utrecht Work Engagement Scale – UWES - Schaufeli and Bakker, 2003), and decision styles (Scott and Bruce General Decision Making Strategies - GDMS) in EDU 5650 (School Based Data Analysis). The second effort involves the administration of a measure of leadership style (Avolio and Bass Multifactor Leadership Questionnaire - MLQ) in EDU 5418 (Administrative Theory). Both efforts will commence in the Fall of 2012.

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Part 7. Appendices
Appendix A: Internal Audit Report

Introduction

2.0 Quality Principle 2: Faculty Learning

The internal audit report is related to Quality Principle 2, Faculty Learning. The program was examined from various perspectives to investigate strengths and weaknesses, and to propose changes or reforms that would enhance the overall operation.

The internal audit of the EDAS program was conducted by EDAS faculty in Fall 2011, Spring 2012, and Summer 2012, with the assistance of administrative staff and doctoral fellows. The internal audit addressed the following questions:

Curriculum:
- Question 1. Are there procedures in place to ensure that the academic content of the EDAS program is consonant with program goals, and implemented to meet State and ISLLC standards? What is the evidence that these procedures are being implemented as designed?
- Question 2. Are there procedures in place to ensure that the field-work content of the EDAS program is consonant with program goals, and implemented to meet State and ISLLC standards? What is the evidence that these procedures are being implemented as designed?

Students:
- Question 3. Are there procedures in place to ensure that the student record-keeping within the EDAS program is current and accurate? What is the evidence that procedures are being followed?

Resources:
- Question 4. Are there procedures in place to ensure that there are adequate and appropriate resources to meet program goals? What is the evidence that procedures are being followed?

Faculty:
- Question 5. Are there procedures in place to ensure that the faculty within the EDAS program are appropriately qualified and experienced for the program? What is the evidence that procedures are being followed?

The EDAS faculty involved in the internal audit were the authors of this brief (Drs. Parmar, Hughes, Freeley, Cozza, Miller, DelVecchio, Brasco, Faucetta), assisted by the Dean's Office (Ms.

Garaufis, Drs. Sinatra, Krebbs) administrative staff (Ms. Rizzi, Cimino, Haas, Berardi, Gonzalez), and doctoral fellows (Ms. Marchis, Mr. Blessinger).

The findings from the internal audit were discussed at meetings of the EDAS program faculty, and steps for improvement were identified and implemented. The process is presented below. The schematic for presentation is tabular.

Table 7.A.1. Description: Schematic and mechanisms for QCS

Audit Question	Audit Activity	Timeline & Findings
Question 1. Are there procedures in place to ensure that the academic content of the EDAS program is consonant with program goals, and implemented to meet State and ISLLC standards? What is the evidence that these procedures are being implemented as designed?	Review of all SBL and SDL course descriptions (Graduate Bulletin) every two years for updates in Bulletin by EDAS faculty.	Reviews were conducted and changes made in 2009 (for 2010 Bulletin) and 2011 (for 2012 Bulletin). All descriptions currently reflect the Standards that are to be addressed in the courses.
	Review of all SBL and SDL course syllabi for standards (Syllabi for each course) and updated content by EDAS faculty	Reviews were conducted in Fall 2010 and Fall 2011 and affirmed at the Faculty Retreat. All syllabi currently incorporate Standards and related learning objectives.
	Analysis of NYS Certification exam results for STJ to examine student rate of success.	Annual reviews were conducted in 2011 and 2012. Passing rates improved following program modifications made based upon earlier results.
Question 2. Are there procedures in place to ensure that the field-work content of the EDAS program is consonant with program goals, and implemented to meet State and ISLLC	Review of all course syllabi for embedded internships	A review were conducted in 2011. Only 3 of the 9 required SBL courses and 3 of the 11 SDL courses had internships established. A review in 2012 revealed that only 5 of 9 SBL and 6 of 11 SDL courses had internships defined. All courses

Audit Question	Audit Activity	Timeline & Findings
standards? What is the evidence that these procedures are being implemented as designed?	Review of Internship course (Syllabi for EDU 5950, EDU 5951)	are currently being updated to include definitions of internships. A review in 2011 revealed that the two internship courses contain activities consistent with program objectives. The review revealed that activities were not coded to the SBL and SDL examination content, and this is currently in progress.
Question 3. Are there procedures in place to ensure that the student record-keeping within the EDAS program is current and accurate? What is the evidence that procedures are being followed?	Annual Review of student folders (Student Audit form) to examine if all relevant content is present (admission letter, registration approvals, program sheet). Policy on student grievances. Review of student eligibility for graduation and certification.	Conducted June 2012 for 5% of the student folders (n = 15). Further analysis is presented below . Policy is described in the Student Handbook. No cases in EDAS have been brought up in the past 3 years. A designated staff member in the Dean's office is the certification officer and checks each student's academic record prior to recommending them for graduation and for state certification eligibility.
Question 4. Are there procedures in place to ensure that the resources are adequate and appropriate to meet program goals? What	There are currently no formal procedures for requesting resources for the program.	Resource needs raised by faculty are communicated to the Dean either directly or through the Department Chairperson.

Audit Question	Audit Activity	Timeline & Findings
is the evidence that procedures are being followed?		
Question 5. Are there procedures in place to ensure that the faculty within the EDAS program are appropriately qualified and experienced for the program? What is the evidence that procedures are being followed?	Faculty hiring procedures as described in the Statutes of St. John's University.	During the past three years 4 faculty members were hired within the EDAS program – two on tenure-track and two on annual appointments. Search committees were determined according to the Statutes. National advertising was conducted through postings in Academic Keys, AERA listservs, flyers at AERA conferences, and local dissemination. Vitae were submitted and screened within the OpenHire system. Top candidates were interviewed and a selection was recommended via vote, as per the Statutes. Hiring processes were consistent with policy.

Data for Internal Audit Question 3

From the 219 students enrolled in 2011, a random sample of 5% (15 students) was identified. A tracking sheet was used to evaluate the student records to determine if admissions criteria were appropriately applied, records were maintained, and student progress toward degree was adequate. The findings are summarized in Table 7.A.2, below.

Table 7.A.2. Results of Audit of Student Records for 15 Randomly Sampled Cases.

Student ID	Admission Indicators	Grade Point Indices	Local Program Measures	NY State Exams
X02181120	Admit 2009 Prgm: MSEd SBL UGPA = 3.77	GPA = 3.86 < B = 0 DL = 14/15	SLQS = no Intern. Core = Y Internship = Y	No Information

Student ID	Admission Indicators	Grade Point Indices	Local Program Measures	NY State Exams
	Initial Cert. = Y			
X02035898 (International Student)	Admit 2010 Prgm: MSEd SBL UGPA = 1.7 (est) Initial Cert. = N	GPA = 3.51 <B = 0 DL = 8/8	SLQS = no Intern. Core = N Internship = N	Not Applicable
X01020078	Admit 2010 Prgm: SBDL AC UGPA = 2.50 Initial Cert. = Y	GPA = 3.79 < B = 0 DL = 9/20	SLQS = no Intern. Core = Y Internship = Y	Yes
X01407754	Admit 2010 Prgm: SBDL AC UGPA = 3.32 Initial Cert. = Y	GPA = 3.70 < B = 0 DL = 8/14	SLQS = no Intern. Core = Y Internship = Y	No Information
X02311174	Admit 2010 Prgm: MSEd SBL UGPA = 2.93 Initial Cert. = N	GPA = 3.82 < B = 0 DL = 0/4	SLQS = no Intern. Core = Y Internship = N	No
X01550732	Admit 2011 Prgm: SBDL AC UGPA = 3.14 Initial Cert. = N	GPA = 3.44 < B = 0 DL = 5/7	SLQS = no Intern. Core = Y Internship = N	No
X02317691	Admit 2010 Prgm: SBDL AC UGPA = 3.89 Initial Cert. = Y	GPA = 4.00 < B = 0 DL = 1/15	SLQS = no Intern. Core = Y Internship = Y	Yes (passed)
X01261791	Admit 2010 Prgm: MSEd SBL UGPA = 2.54 Initial Cert. = N	GPA = 3.82 < B = 0 DL = 3/5	SLQS = no Intern. Core = N Internship = N	No
X01661196	Admit 2011 Prgm: MSEd SBL UGPA = 3.53 Initial Cert. = Y	GPA = 3.95 < B = 0 DL = 4/6	SLQS = no Intern. Core = Y Internship = N	No
X02198499	Admit 2009 Prgm: MSEd SBL UGPA = 4.00	GPA = 3.60 < B = 0 DL = 0/12	SLQS = no Intern. Core = Y Internship = Y	No information (graduated)

Student ID	Admission Indicators	Grade Point Indices	Local Program Measures	NY State Exams
	Initial Cert. = N			
X02556474	Admit 2011 Prgm: MSEd SBL UGPA = 3.71 Initial Cert. = N	GPA = 3.92 < B = 0 DL = 0/5	SLQS = yes Intern. Core = Y Internship = N	No
X02032943	Admit 2011 Prgm: MSEd SBL UGPA = 2.37 Initial Cert. = N	GPA = 3.95 < B = 0 DL = 3/8	SLQS = no Intern. Core = Y Internship = N	No
X02330758	Admit 2011 Prgm: MSEd SBL UGPA = 3.20 Initial Cert. = N	GPA = 3.94 < B = 0 DL = 0/5	SLQS = no Intern. Core = Y Internship = N	No
X02315342	Admit 2011 Prgm: MSEd SBL UGPA = 2.68 Initial Cert. = N	GPA = 4.00 < B = 0 DL = 1/6	SLQS = no Intern. Core = Y Internship = N	No
X02324016	Admit 2010 Prgm: SBDL AC UGPA = 3.87 Initial Cert. = Y	GPA = 3.92 < B = 0 DL = 6/15	SLQS = yes Intern. Core = Y Internship = Y	Yes (passed)

Note: UGPA = Undergraduate Grade Point Average; GPA = Grade Point Average at STJ; <B = number of courses with grade below B; DL = number of courses taken in distance learning format; SLQS = Student Leadership Qualities Survey.

It was noted that 6 of the 15 students were admitted with overall undergraduate GPAs below the required "B" average. One of them was an International student, whose GPA was an estimate based on transcripts from another country. The other 5 students were from the NPSL grant program. These students successfully maintained a "B" average in their first 3 graduate courses and were taken off probationary status. Even though prior research has indicated that undergraduate GPA is the strongest predictor of graduate success in most fields (Mountford, Ehlert, Machell & Cockrell, 2007), students in the EDAS program appear to have been able to overcome their prior academic deficiencies.

Three students completed all coursework in traditional courses, with the remaining taking one or more distance learning classes. The majority of the students were not in classes where the SLQS was being administered, due to scheduling or program completion. Currently

admitted students are more likely to have completed this survey. At the time of the file review, the majority had not taken the NY State certification exams. Of those that had (2), both had received passing scores.

Audit plan and trail

The Audit plan for the EDAS program was conceived of as a chronological timeline. The EDAS faculty met regularly for a period of approximately 1 ½ years prior to submission of the initial brief, and continue to meet regularly. At each meeting various Questions that guided the audit plan were discussed, along with a report on the progress in enhancing various aspects of the program. Agendas and Minutes for the meetings were recorded for tracking purposes.

Documentation for all audit activities is available in the Department office.

Findings: Discoveries about the QCS
- The QCS identified needs for updating course descriptions, which were completed and will be incorporated into the next Graduate Bulletin. Since the Bulletin is revised every two years, there is a built-in timeline to ensure continuous review.
- The QCS identified needs for updating course syllabi to address professional standards, which were completed and are now on file. EDAS faculty have decided to hold a Faculty Retreat annually (currently early in the Fall semester), which will be the time for review of syllabi.
- The QCS identified need for updating information on Internship requirements, which were completed for SBL and are now on file. Upgrades are still needed for SDL. EDAS faculty will use the annual Faculty Retreat as a time to review upgrades.
- The QCS identified needs to systematize the artifact collection for open-ended/essay format student products. Faculty have decided to use case studies with accompanying analyses for this evaluation. There is currently no mechanism in place to follow up on this recommendation. EDAS faculty now have access to digital portfolios through Digication, and this will be investigated as a mechanism for tracking and evaluating case studies.
- The QCS revealed that students are making appropriate progress to graduation and meeting professional certification requirements, and that there is a procedure in place to validate student completion of requirements.
- The QCS identified needs to collect feedback from students, and the SLQS was created and administered. The plan is to administer the survey each semester in the identified courses. This has been implemented each semester since Spring 2012.
- The QCS identified faculty hiring needs following retirements, and relevant faculty have been hired, using the appropriate procedures as defined in the Statutes. One additional faculty line is requested for 2013.

- The QCS revealed that resources and supports from the University and School of Education are adequate for implementation of the program. No formal procedures for requests are in place, and this need is currently being discussed by EDAS faculty.

Conclusions: How well does the QCS work? What modifications are needed?

- The QCS has been effective thus far, however, many items were added over the past year as the program underwent examination and discussion by faculty.
- There needs to be a plan for annual implementation and follow-up of the QCS. A chart should be developed that lists the components, along with faculty responsible for implementation, and dates.
- The linear tracking of the QCS activities through meeting agendas and minutes appears effective.
- The QCS could be made more iterative to ensure that annual follow-up of key components is regularly scheduled.

Part 7 Appendices
Appendix B: Capacity

Quality Principle 3: Capacity for Program Quality

Data demonstrating that the support for the EDAS program is on par with that for other similar programs in the University is presented. The areas of Curriculum (3.2.1), Faculty (3.2.2), Facilities (3.2.3), Fiscal and Administrative (3.2.4), Student Support (3.2.5), and Policies (3.2.6) are addressed.

The support is augmented in two notable ways. First, the School of Education supports 5 doctoral fellows in the department through tuition reimbursement and a stipend. The doctoral fellows work with program faculty in their research, and assist in monitoring, tracking, data collection, and data analysis activities necessary to maintain program quality. Their efforts positively impact the EDAS masters and advanced certificate programs. Second, a large federal grant to support the development of Non-public school leaders has been in place since 2004, and some faculty within the department have obtained funded research grants that support department initiatives and enhance program quality and status. In Fiscal Year 2011, the grant support was in excess of 1 million.

Table B.1.   Capacity for quality: A comparison of program and institution statistics.

Capacity Dimension	Program Statistics	Institution Statistics	Difference Analysis
3.1.1. Curriculum (number of credits)	Data provided below	Data provided below	The length of program, number of credits, and overall requirements are commensurate with those of other programs within the University.

3.1.2. Faculty (percentages at rank; workload)	Data provided below	Data provided below	Faculty are represented across the ranks commensurate with other units; workload on average is better than that of other units. Comparative salary data are not available.
3.1.3. Facilities (space and equipment provided)	Data provided below	Data provided below	Space and equipment are on par with other units, and often identical.
3.1.4. Fiscal and administrative support (equal access to services)	Data provided below	Data provided below	Support and access are the same as other units at the university.
3.1.5. Student support services (equal access to services)	Data provided below	Data provided below	Student support is the same as for other units at the university.
3.1.6. Student feedback (course evaluation means, number of complaints)	Data provided below	Data provided below	The Classroom Climate Evaluation data indicated that EDAS faculty receive high ratings on average (>4.40 on a 5 point scale). Comparative data from other units are not available.

3.1.1. Capacity Dimension: Curriculum

A review of the 2010-2012 Graduate Bulletin of St. John's University indicated the following:

Master's Programs

      English = 33 credits (pg. 44)

      Govt. & Politics = 33 credits (pg. 48)

      Liberal Studies = 33 credits (pg. 61)

      Adolescent Ed. = 42 credits (pg. 107)

      Childhood & Early Ch. = 42 credits (pg. 109)

      Special Education = 33 credits (pg. 118)

      Teaching ESL = 33 credits (pg. 119)

      School Building Leader = 34 credits (pg. 104)

It is noted that the MSED-SBL requires credits <u>commensurate with</u> many other programs at the University and within the School of Education. One additional credit is required for the Capstone Course, which is an intensive review of all program coursework, and includes culminating activities that assist students in preparation for state certification examinations.

Advanced Certificate

      East Asian Cultural Studies = 15 credits (pg. 31)

      International Law and Diplomacy = 18 credits (pg. 49)

      Public Administration = 18 credits (pg. 49)

      Instructional Leadership = 30 credits (pg. 106)

      School Building Leader = 22 credits (new program)

      School District Leader = 31 credits (pg. 104)

      School Building/District Leader = 35 credits (pg. 105)

It is noted that the Advanced Certificate programs require credits <u>exceeding</u> other certification programs at the University and within the School of Education. One additional credit is required for the Capstone Course, which is an intensive review of all program coursework, and includes culminating activities that assist students in preparation for state certification examinations.

The MSEd and Advanced Certificate programs were approved by New York State in 2004. At that time, all course content was reviewed to meet the revised state guidelines for School Building Leader (SBL) and School District Leader (SDL) certification (revised from the

former SAS and SDA certifications). The MSEd was constructed to meet the needs of a large number of students supported by a Federal Non-Public School Leaders development program.

3.1.2 Capacity Dimension: Faculty

Comparative data on faculty tenure status and rank were obtained from the STJ Fact Book, published annually by the Institutional Research office at the University. The data were disaggregated by School of Education and Department for comparison purposes.

It is noted that in 2011, 43.4% of courses in EDAS were taught by full time faculty. With the addition of 2 new full-time faculty in the 2012 academic year, it is anticipated that the proportion will be higher in the future.

Table B3.1.2a. St. John's University Tenure Status*

School/College/Division	Tenure	Tenure Track	Not Applicable	Total
St. John's College of Liberal Arts and Sciences	170 (63.7%)	73 (27.3%)	24 (8.9%)	267
The School of Education	28 (68.3%)	10 (24.4%)	3 (7.3%)	41
The Peter J. Tobin College of Business	74 (79.6%)	11 (11.8%)	8 (8.6%)	93
College of Pharmacy and Allied Health Professions	54 (64.3%)	26 (30.9%)	4 (4.7%)	84
College of Professional Studies	71 (80.7%)	12 (13.6%)	5 (5.7%)	88
Law School	30 (53.6%)	6 (10.7%)	20 (35.8%)	56
Library	20 (100.0%)	0 (0.0%)	0 (0.0%)	20
Total	447	138	64	649

Note: *From the St. John's University Fact Book (2011, pg. f-a-s 15).

The School of Education is the 5th largest of the 7 units at St. John's University. The percentage of tenured faculty is somewhat smaller that the Library (which is an outlier in that all faculty are tenured), the College of Professional Studies, and the College of Business. In 2010, St. John's University offered a VSO to faculty, which led to 2 retirements within EDAS. Therefore the 2011 Fact Book represented a reduced number of full-time faculty in reporting. Since that time, 4 additional faculty have been hired in EDAS. To provide a clearer picture of the

present situation, both the 2011 and current faculty status data are reported in Table B.3.1.2b, below.

Table B.3.1.2b. Tenure Status Comparison by Department of EDAS, School of Education, and University *(Percentages rounded to nearest whole number).*

Status	EDAS 2011 (n = 9)	EDAS 2012 (n = 13)	School of Ed. 2011 (n = 41)	STJ 2011 (n = 649)
Tenured	78%	62%	68%	69%
Tenure-Track	11%	14%	24%	21%
Not Applicable*	11%	14%	7%	10%

*Note: *Visiting professor or term appointment.*

The above Table B.3.1.2b indicates that EDAS had a higher proportion of tenured faculty in 2011 than the School of Education and the University overall. The four newly hired faculty consisted of 1 tenured, 1 tenure-track, 1 visiting professor, and 1 term appointment.

Table B3.1.2c. St. John's University Faculty Rank Fall 2011*

School/College/Division	Professor	Associate Professor	Assistant Professor	Instructor	Total
St. John's College of Liberal Arts and Sciences	66 (24.7%)	112 (41.9%)	83 (31.1%)	6 (2.2%)	267
The School of Education	10 (24.4%)	21 (51.2%)	8 (19.5%)	2 (4.9%)	41
The Peter J. Tobin College of Business	33 (35.5%)	44 (47.3%)	13 (14.0%)	3 (3.3%)	93
College of Pharmacy and Allied Health Professions	22 (26.2%)	33 (39.3%)	29 (34.5%)	0 (0.0%)	84
College of Professional Studies	16 (18.2%)	55 (62.5%)	17 (19.3%)	0 (0.0%)	88
Law School	36 (64.3%)	9 (16.1%)	7 (12.5%)	4 (7.2%)	56
Library	1 (5.0%)	19 (95.0%)	0 (0.0%)	0 (0.0%)	20
Total	184	293	157	15	649

*Note: *From the St. John's University Fact Book (2011, pg. f-a-s 15).*

The distribution by faculty rank is fairly consistent across the University units, with the exception of the Library, which is an anomaly with all tenured faculty.

Table B.3.1.2d. Faculty Rank Comparison by Department of EDAS, School of Education, and University. *(Percentages rounded to nearest whole number).*

Rank	EDAS 2011 (n = 9)	EDAS Current (n = 13)	School of Ed. (n = 41)	SJU (n = 649)
Professor	44%	42%	24%	28%
Associate Professor	44%	50%	51%	45%
Assistant Professor	12%	8%	20%	24%
Instructor	0%	0%	5%	2%

The above Table B3.1.2d reveals that EDAS has a higher proportion of faculty at Professor rank than the School of Education and University. There are fewer faculty as the Assistant Professor rank, and no faculty classified as Instructors (not holding doctoral degrees).

3.1.3 Capacity Dimension: Facilities, Equipment, Supplies

Classroom inspections were conducted as part of the Summer 2012 Internal Audit. Of the graduate course classrooms selected, 18 were evaluated. Of the courses selected for classroom evaluation:

- all classrooms were considered appropriate for learning based on cleanliness (faculty auditor comments noted: 2 classrooms had noisy air conditioners).

Table B.3.1.3. Visual Inspection of Classrooms, Summer 2012.

Number of Rooms Selected for Evaluation	Lighting Appropriate for Learning	Seating Appropriate for Learning	Cleanliness Appropriate for Learning	Functioning Computer	Functioning Projector	Functioning Screen	Availability of Chalk/ Board
Total N = 18	18	18	18	18	18	18	18
Percentage	100%	100%	100%	100%	100%	100%	100%

The information in the Table above indicates that the facilities provided for EDAS classes are of high quality, and commensurate with other facilities within St. John's University. In fact EDAS classes use the same classrooms used by other units at the university.

One issue noted by program faculty is the occasional difficulty in obtaining a computer lab room during the evening class times. Two classes (EDU 5650 and EDU 5655) are ideally taught in a computer lab so students can have access to the requisite statistical software. Class

times have had to occasionally be changed to match the availability of the computer rooms. The University is in the process of upgrading classrooms to install interactive white-boards. The project is not yet completed, but it is anticipated that by Fall 2013 all classrooms will have been upgraded.

Another issue was the use of tiered classrooms in the basement of Sullivan Hall, where noise levels and room arrangement are not conducive to graduate seminars. The space is also used by students in Pharmacy and Biology. Some renovations are underway, but have not improved conditions greatly.

An in-house analysis of departmental equipment needs conducted in Summer 2012 revealed that all faculty have university-provided laptop computers, with the necessary software installed, identical to computers provided to all faculty at STJ. Additionally, all faculty have access to individual and/or high speed printers, scanners, and fax machines. A department copier is available, and regularly maintained.

All faculty have individual offices, fully furnished, that were renovated in 2006, when the School of Education moved to Sullivan Hall. The offices are as good or better than those of other faculty at STJ.

3.1.4   Capacity Dimension: Fiscal and Administrative Support

Information on faculty salaries is not available for EDAS or other units of STJ.

Data on Faculty loads were provided by the office of Institutional Research. The data indicate that the average class size in the School of Education for graduate classes at the Queens campus is 15. In comparison, the average class size in EDAS is 10. The smaller class size is partially related to the smaller classes for doctoral seminars. The reduced teaching load facilitates research by faculty, often in collaboration with doctoral students. Some examples of the research are mentioned in *Section 4: Results.*

Table B3.1.4. Mean Number of Semesters To Graduation for Programs Across 3 Years.

Program	Graduated 2009-2010 Mean Number of Semesters	Graduated 2010-2011 Mean Number of Semesters	Graduated 2011-2012 Mean Number of Semesters
Queens MSED-SBL	6	6	6
Queens Adv Cert ADS	8	5	7
Queens Adv Cert SBDL	6	6	4
Queens Adv Cert SDL	6	6	3
Staten Is. MSED-SBL	5	8	7

The average time to complete the Master's degree appeared to be 6 semesters, or two years of study. While majority of students took 2 courses in Fall and Spring, they frequently took more than 2 courses over the summer when they were not teaching. Students in the Advanced Certificate programs varied slightly more in time to completion, with some students taking 9 credits per semester for early completion, often when they were not working full-time.

The program benefits from the administrative structures of the School of Education, where there is active engagement and support from the office of the Dean (Dr. Jerrold Ross), and Associate Deans (Dr. Mary Jane Krebbs and Dr. Richard Sinatra), as well as other support staff (e.g., Ms. Nancy Garaufis (student records and accreditation), Dr. Edwin Tjoe (distance learning, Ms. Linda Faucetta (program management and recruitment), Dr. Robert Brasco (program advisement and recruitment, Dr. Rosalba Del Vecchio (non-public school leaders program and grant writing).

3.1.5   Capacity Dimension: Student Support Services

St. John's University has established policies and institutions for student support, commensurate with the size of the University, and in compliance with Federal and State regulations. The descriptions of these services are found in the Graduate Bulletin, pages 21-25 and the student Campus Handbook (http://www.stjohns.edu/campus/handbook). In addition, information is posted on the STJ website at the following:

http://www.stjohns.edu/campus/handbook/chapter6/disabilities.stj
http://www.stjohns.edu/admission/undergraduate/counselors
http://www.stjohns.edu/academics/graduate/law/current/handbook/appendices/b.stj

http://www.stjohns.edu/campus/handbook/chapter6
http://www.stjohns.edu/services/career

The School of Education has a Committee to hear student grievances, comprised of full-time faculty, with oversight by the Dean. The Committee hears and resolves cases, as may arise. In the past 3 years, 2 cases have been brought before the committee, none from EDAS.

3.1.6 Capacity Dimension: Student Feedback

St. John's University uses an instrument called the Class Climate Evaluation (CCE) as the formal means of obtaining student feedback on courses. The CCE is a 26-item questionnaire, where items Q1-Q22 are rated on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree). Items Q23-Q25 ask students to provide a comparative rating of the course with other courses in their programs. The items are later grouped into subscales. Each faculty member receives feedback for her/his courses directly from the Associate Director for Assessment. The department Chairperson receives the summary scores of the department. Table B3.1.6, below, presents the results of the 2011 administration. The data are based on 34 courses for which information was available.

In 2010, the University changed from an in-class administration of the CCE to on-line administration, where each student receives an e-mail link to the evaluation for each registered course. This resulted in a dramatic decrease in student response rate. In 2012, the University is encouraging professors to allocate time within class for students to log on and complete the evaluations. The data below represent courses with a response rate of 3 or more students, as data are not reported with fewer respondents. The average class size was almost 12 students, with approximately 5 per class responding, for a return rate of approximately 45%.

The average ratings for the courses were uniformly high (>4.40 out of a possible 5). The feedback indicates that students feel the professors are implementing the courses with a high level of organization and high quality content. Comparative data from other University units is not available due to confidentiality agreements with the faculty union.

3.2 References to Institutional Documents for Each Requirement

TEAC Requirements for Quality Control of Institutional Capacity	EDAS Program's Reference to Documentation for Each Requirement
3.2.1 Curriculum	
Document showing credit hours required in the subject matter are tantamount to an academic major Document showing credit hours required in pedagogical subjects are tantamount to an academic minor	• Graduate Bulletin http://www.stjohns.edu/academics/graduate/bulletin • Advisement Sheets for programs
3.2.2 Faculty	
Majority of faculty have terminal degree in the areas of course subjects they teach	• Appendix C • CVs on file
3.2.3 Facilities	
Documents showing appropriate and adequate resources	• St. John's University Fact Book 2011 http://www.stjohns.edu/about/ir/factbook/fact_book_2011.stj • Classroom evaluation
3.2.4 Fiscal and Administrative	
Documents attesting to the financial health of the institution Documents showing program administrators are qualified for their positions Documents showing	• Available from Office of Financial Management, StJ • Office of Institutional Research • CVs on file

TEAC Requirements for Quality Control of Institutional Capacity	EDAS Program's Reference to Documentation for Each Requirement
resources are adequate to administer the program	
3.2.5 Student Support	
Documents showing adequate student support services Documents showing the drop-out and program completion rates	• Graduate Bulletin • Student Handbook http://www.stjohns.edu/campus/handbook • Program Completion Data from Institutional Research
3.2.6 Policies	
Documents showing an academic calendar is published Documents showing a grading policy is published and is accurate Documents showing there is a procedure for students' complaints to be evaluated Documents showing that the transfer credit policy is published and is accurate If appropriate, documents showing that the program has the capacity to ensure the timely deliverance of distance education and support services and to	• Graduate Bulletin • Student Handbook • Information from Director of Distance Learning (use of Quality Matters Rubric)

TEAC Requirements for Quality Control of Institutional Capacity	EDAS Program's Reference to Documentation for Each Requirement
accommodate current student numbers and expected near-term growth in enrollment, and documents showing that a process to verify the identity of students taking distance education courses is used by faculty in distance education courses.	

3.3 State Standards

New York State standards require evidence of mutually beneficial collaboration with local schools. The EDAS program has the following specific initiatives, in addition to numerous informal collaborations.

a. Catholic Schools Institute

The Catholic Schools Institute is a partnership between the School of Education and local Catholic schools in the region, particularly in the Diocese of Brooklyn and the Archdiocese of Manhattan. The collaborations involving EDAS include the establishment of the Curran Principals' Academy, where cohorts of Catholic school educators are brought in to obtain Master's degrees in School Building Leadership, with the incorporation of special colloquia that address issues of Catholic schools. Graduates of the program move on to serve as school leaders, promoting the educational mission of the diocese. The success of this collaboration lead to the establishment of the Aspiring Principals program, a pre-degree set of seminars that will serve as the basis for selecting individuals for another cohort, partially funded by the Brooklyn Diocese. Dr. Rosalba Del Vecchio is the coordinator for the Academy.

EDAS faculty also collaboratively conducted research on parent perspectives on Catholic schools, to help the schools better identify the needs of their constituents to provide comprehensive educational programs. Dr. Robert Brasco and Dr. Rosalba Del Vecchio have

participated in this research project. Faculty have been involved in newly developed school boards for Catholic schools, to model how collaboration between school administration and the community may take place. Dr. Mary Ellen Freeley has been engaged in this initiative.

EDAS faculty and administrators regularly offer professional development seminars to Catholic school educators through the Institute. Topics include finance, budgeting, staff professional development, community outreach, and integration of culturally diverse students. Dr. Mary Ellen Freely and Dr. Barbara Cozza have offered professional development, among others.

b. Center for Educational Leadership and Accountability

This is an initiative through the Center for Educational Leadership and Accountability at the Oakdale site of the EDAS program. School districts in Nassau and Suffolk county benefit from professional development aimed at enhancing the skills of administrators in data-based decision making. The project takes demographic and achievement data and develops reports that can be used in district and school planning for service delivery and instruction. Dr. Jonathan Hughes is the director for the Center.

c. Research Projects

Several faculty have been involved in research that benefits students and teachers in local schools. Among the established research projects are the M3 Project for identifying and providing programming for mathematically gifted English Language Learners (Dr. Seokhee Cho), research on Professional Development Communities (Dr. Barbara Cozza), research on principal professional development (Dr. Mary Ellen Freeley), research on exemplary leadership programs (Dr. Ranier Melucci), research on decision-theory (Dr. Paul Miller), research on interpreting data from the National Center for Educational Statistics (Dr. James Campbell), and high school to college transition of disadvantaged youth (Dr. Randy Clemens).

Part 7. Appendices

Appendix C: Qualifications of the faculty

Table 7.C.1. EDAS Full-time Faculty.

Name	Academic Rank and Title	Terminal Degree	Years of Service at SJU	Scholarly Publications	Assigned Courses	Experience
Richard Bernato	Associate Professor (since 2012)	Ed.D. Educational Leadership, Dowling College, 2001	<1	Articles - 6 Present. - 12, Other - 13	EDU 5415 EDU 5418 EDU 5650 + doctoral	Previously Assistant Dean Dowling College; NCATE coordinator
James Campbell	Professor (since 1995)	Ph.D. Teaching and Learning, NYU, 1968	37	Articles-44 Books-11 Research mono-4, Chapters -27	EDU 5471 + doctoral	Previously science teacher
Seokhee Cho	Associate Professor (since 2007)	Ph.D. Educational Psychology, Univ. of Alberta, 1986	5	Articles – 15 Books – 20 Present. -78	EDU 5410 + doctoral	Previously Director of National Center for Gifted Education, Korea Awards 13 Grants 13
Randall Clemens	Assistant Professor (since 2012)	Ph.D. Urban Education Policy, Univ. of Southern	<1	Articles – 4 Present. - 8	EDU 5655 EDU 5761 + doctoral	Previously science teacher

Name	Academic Rank and Title	Terminal Degree	Years of Service at SJU	Scholarly Publications	Assigned Courses	Experience
		California, 2012				
Barbara Cozza	Associate Professor (since 2002)	Ph.D. Curriculum & Instruction, Fordham, 1996	2	Articles – 17, Present. – 19 Symposium-4	EDU5632 EDU 5418 EDU 5701 +doctoral	Previously Associate Professor Scranton Univ. Grants 12
Mary Ellen Freeley	Associate Professor (since 2005)	Ed.D. Instructional Leadership, St. John's, 1984	6	Articles - 8 Present - 27	EDU 5301 EDU 5761 EDU 5715 + doctoral	Previously Superintendent in Nassau County; principal
Jonathan Hughes	Professor	Ph.D. Educational Administration, Columbia Univ. 1981	12	Articles 15 Books 4	EDU 5104 EDU 5650 EDU 5655 EDU 5741 + doctoral	Previously Assistant Superintendent, Connecticut; Director of Management Information Systems
Ranier Melucci	Associate Professor (since 2012)	Ed.D. Administration & Supervision, Fordham, 1990	<1	Present. - 25	EDU 5415 EDU 5471 + doctoral	Previously Superintendent in Nassau County; asst. superintendent, principal
Paul Miller	Associate Professor (since 2000)	Ph.D. Experimental Psychology, Univ. of Utah, 1985	12	Articles - 20 Reports 2, Present. -44	EDU 5650 EDU 5655 + doctoral	Previously Statistical Analysis Rutgers Univ. & Univ. of Utah
Jeffery Olson	Professor & Associate	Ph.D. Administration &	24	Articles – 14 Present. - 56	EDU 5741	Previously Associate Dean, Univ. of Utah

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Name	Academic Rank and Title	Terminal Degree	Years of Service at SJU	Scholarly Publications	Assigned Courses	Experience
	Provost (since 1990)	Policy Analysis, Stanford, 1990				
Allan Ornstein	Professor (since 2000)	Ph.D Curriculum Studies NYU, 1970	12	Articles- 400 Books-55	EDU 5632 + doctoral	Previously Professor University of Illinois
Rene Parmar	Professor (since 1998) & Chair	Ph.D Special Education, Univ. of North Texas, 1988	16	Articles-37, Books-2, Chapters-8 Present-36	EDU 5655 + doctoral	Previously special education teacher Grants 9, Awards 5

Table 7.C.2. EDAS Administrators (Part-Time Faculty)

Name	Academic Rank and Title	Terminal Degree	Years of Service at SJU	Scholarly Publications	Assigned Courses	Experience
Robert Brasco	Director of Professional Development	Ed.D. Administration & Supervision, St. John's, 1993	18	9	EDU 5950 EDU 5951 EDU 5499 EDU 5599	Previously Deputy Superintendent in NYC (retd.); principal
Rosalba Del Vecchio	Director of Non-Public School Leaders Program	Ed.D. Educational Administration, Fordham, 2005	7	Articles – 4 Present. - 19	EDU 5571 + doctoral	Previously Director of Funded Programs, Yonkers ISD
Linda Faucetta	Director of GSE, Oakdale	M.A. Education, St. John's 1974; Adv. Cert. CUNY 1999	5	1	EDU 5415 EDU 5418	Previously Asst. Superintendent in NYC
Edwin Tjoe	Director of Distance Education	Ed.D. Instructional Leadership, St. John's, 2010	3	Articles -3 Books - 2	EDU 5665 + doctoral	Previously Instructor in Ed. Technology, SUNY Stony Brook

Table 7.C.3. EDAS Adjunct Faculty.

Name	Academic Rank and Title	Terminal Degree	Years of Service at STJ	Scholarly Publications	Assigned Courses	Experience
Sibylle Ajwani	Adj. Asso. Prof.	Ed.D. St. John's 2002	1		EDU 5811	Principal in NYC 10+ years
Anthony Annunziato	Adj. Asso. Prof.	Ed.D. TC Columbia Univ. 2008	1		EDU 5741	Superintendent in Suffolk County; previously Asst. Superintendent and Principal
George Ansalone	Professor Emeritus	Ph.D. NYU	43	Books -1, Articles -27, Present. -13	EDU 5425 EDU 5426	University professor of Sociology of education
David Bernardo	Adj. Asso. Prof.	Ed.D. St. John's 2004	5		EDU 5103 EDU 5415 EDU 5418	Superintendent in Nassau County 1 year; previously principal, asst. principal, and teacher
Joseph Caldone	Adj. Asst. Prof.	M.S. Pace Uni. 1985	8		EDU 5471 EDU 5811 EDU 5950	Deputy Superintendent in NYC (retd.); previously principal
Nancy Casella	Adj. Asso. Prof.	Ed.D. St. John's,	4		EDU 5415	Asst. Principal in NYC;

Name	Academic Rank and Title	Terminal Degree	Years of Service at STJ	Scholarly Publications	Assigned Courses	Experience
		2006			EDU 5418 EDU 5811	previously Special Ed Chair, and high school teacher
Carla D'Ambrosio	Adj. Asso. Prof.	Ed.D. St. John's 2005	5		EDU 5791 EDU 5951	Superintendent in Suffolk County; previously principal
Marilyn Donokoloris	Assistant Prof.	Ed.D. St. John's, 2003	6		EDU 5415 EDU 5471 EDU 5650 EDU 5701	Assistant Professor of Business
Cynthia Douglas	Adj. Asso. Prof	Ph.D. Arizona State, 2005	2			SIFE Instructor in Suffolk County; previously curriculum specialist
David Eichenholtz	Adj. Asso. Prof.	Ed. D. St. John's, 2000	25		EDU 5650	Administrator at Bergen Community College; previously Superintendent
Thomas Fasano	Adj. Asso. Prof.	Ed.D. St. John's, 2007	7		EDU 5415 EDU 5418 EDU 5499 EDU 5599	
Salvador Fernandez	Adj. Asso. Prof.	Ed. D. St. John's, 2002	7		EDU 5571 EDU 5741	Principal in NYC; previously ESL teacher
Joseph Fusco	Adj. Asso. Prof.	Ph.D. NYU, 2002	7	2	EDU 5650	Principal (retd.) in

Name	Academic Rank and Title	Terminal Degree	Years of Service at STJ	Scholarly Publications	Assigned Courses	Experience
					EDU 5651 EDU 5791 EDU 5953	Catholic school; previously coordinator and teacher
Catherine Hickey	Adj. Asso. Prof.	Ph.D. Fordham, 1983	2		EDU 5471	Secretary of Education (retd.) Archdiocese of NY; previously Superintendent and Principal
Francesco Ianni	Adj. Asso. Prof.	Ed.D. St. John's, 2010	2		EDU 5650 EDU 5741	Principal in Suffolk County; previously asst. principal and teacher
John Kalaboukas	Adj. Asso. Prof.	Ed. D St. John's, 2005	7	2	EDU 5415 EDU 5418 EDU 5471 EDU 5651 EDU 5655	Asst. Director of Career Education in Nassau BOCES; previously principal
Naomi Landau	Adj. Asst. Prof.	M. S. St. John's 2009	2		EDU 5655 EDU 5650	ESL teacher and staff developer in NYC
Anthony Marino	Adj. Asso. Prof.	Ed.D. St. John's, 2010	6	7	EDU 5701 EDU 7410	Teacher in Nassau County
James McCaffery	Adj. Asst. Prof.	M.A. SUNY, 1972	2		EDU 5415 EDU 5950	Instructor at Dowling College
Amanda McCluskey	Adj. Asst. Prof.	M.B.A. 2006	5	5	EDU 5655	Administrator Seton Hall Univ.

Name	Academic Rank and Title	Terminal Degree	Years of Service at STJ	Scholarly Publications	Assigned Courses	Experience
Patrick McLaughlin	Adj. Asst. Prof.	MS. Ed. CUNY 1992; Adv. Cert. St. John's, 1995			EDU 5415 EDU 5499	Principal St. Francis Prep.; previously asst. principal and teacher
Donald Murphy	Adj. Asso. Prof.	Ed.D. St. John's, 2011	1	3	EDU 7270 EDU 7801	Director of Information Tech in Suffolk County; previously teacher
Michael Nagler	Adj. Asso. Prof.		2		EDU 7669	Superintendent in Nassau County; previously asst. superintendent and principal
Michele Nowosad	Adj. Asso. Prof.	Ph.D. Fordham, 1976.	16	Articles -7 Present. - 10	EDU 5571 EDU 5811	Director at NYC Board of Ed.; previously Director at NYSED
Joseph O'Brien	Adj. Asst. Prof.	M.A. Brooklyn College 2001; Adv. Cert. Fordham Univ, 2004	1		EDU 5415 EDU 5418	Principal in NYC; previously asst. principal and teacher
Nat Restivo	Adj. Asso. Prof.	MS. Ed.	7		EDU 5415 EDU 5420 EDU 5950 EDU 5951	
Amy Reynolds	Adj. Asst. Prof.	Ed.D. St. John's, 2012	1		EDU 5650	Curriculum specialist in NYC; previously director

Name	Academic Rank and Title	Terminal Degree	Years of Service at STJ	Scholarly Publications	Assigned Courses	Experience
						of technical education
Michael Ring	Adj. Asso. Prof.	Ed.D. St. John's, 2006			EDU 5741	Teacher in Suffolk County
Anne Smith	Adj. Asso. Prof.	Ed.D. St. John's, 2009	2		EDU 5701 EDU 5300	Asst. Superintendent in Suffolk County; previously principal and teacher
Selena Smith	Adj. Asso. Prof.	Ed.D. TC Columbia Univ., 2003	6		EDU 5301 EDU 5418 EDU 5632 EDU 5651	Principal in Suffolk County; previously asst. principal and teacher
Richard Switach	Adj. Asst. Prof.	BBA St Francis College, 1972	6		EDU 5761 EDU 5741	Contract Officer in NYC (retd.)
Edward Thomas	Adj. Asso. Prof.	Ed.D. St. John's, 2009	2		EDU 5415	Asst. Principal in Nassau County; previously teacher
Tatyana Ulubobova	Adj. Asso. Prof.	Ed.D. St. John's	4		EDU 5632	ELL Teacher in NYC
Francis Valentino	Adj. Asso. Prof.	J.D. St. John's, 1964	2	6	EDU 5791	Counsel in NYC (retd.)
Kamala Watt	Adj. Asso. Prof	Ed.D. St. John's 2010	2		EDU 5650 EDU 5655	Mathematics teacher in NYC

Part 7. Appendices
Appendix D: Program Requirements

Admission Requirements

    <u>Master of Education in School Building Leadership</u>

        Minimum Credits: 34

        Admission Requirements: (Graduate Bulletin pg. 103)

            1. A baccalaureate degree from an accredited college or university.

            2. "3.0 GPA" in the general average and in the major field.

            3. A minimum of three years of successful teaching experience and/or pupil personnel services.

            4. New York State Permanent Teaching Certification.

        Graduation Requirements: Successful completion of graduate credits, including Internship and Capstone course, with good academic standing as defined in the Graduate Bulletin(pg. 101).

    <u>Advanced Certificate in School Building Leadership</u>

        Minimum Credits: 22

        Admission Requirements:

            1. A baccalaureate degree from an accredited college or university.

            2. "3.0 GPA" in the general average and in the major field.

            3. A minimum of three years of successful teaching experience and/or pupil personnel services.

            4. New York State Permanent Teaching Certification.

        Graduation Requirements: Successful completion of graduate credits, including Internship and Capstone course, with good academic standing (to be added to 2014 Graduate Bulletin).

    <u>Advanced Certificate in School District Leadership</u>

        Minimum Credits: 31

        Admission Requirements: (Graduate Bulletin, pg. 103)

            1. A baccalaureate degree from an accredited college or university.

            2. "3.5 GPA" in the general average and in the major field.

            3. A minimum of three years of successful teaching experience, pupil personnel services and/or school building leadership

            4. New York State Permanent Teaching Certification.

            5. A master's degree.

Graduation Requirements: Successful completion of graduate credits, including Internship and Capstone course, with good academic standing as defined in the Graduate Bulletin (pg. 101).

<u>Dual Advanced Certificate in School Building Leadership and School District Leadership</u>

Minimum Credits: 35

Admission Requirements: (Graduate Bulletin, pg. 103)

1. A baccalaureate degree from an accredited college or university

2. A master's degree (with a minimum GPA of 3.0) from an accredited institution

3. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership

4. Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service

Graduation Requirements: Successful completion of graduate credits, including Internship and Capstone course, with good academic standing as defined in the Graduate Bulletin (pg. 101).

Program Descriptions: (from program advisement sheets)

<u>Master of Education in School Building Leadership</u>

Minimum Credits: 34

1. Administration Core (21 Credits)
   EDU 5415 Introduction to Educational Administration
   EDU 5418 Administrative Theory in Education
   EDU 5471 Leadership in Instructional Supervision
   EDU 5701 Curriculum and Teaching: Theories into Practice
   EDU 5650 School Based Data Analysis
   EDU 5761 School Business Administration for Administrators
   EDU 5571 Administrative Theory and Planned Change
2. Administration Specialization (9 Credits)
   EDU 5651 School Community Relations in Education
   EDU 5791 Legal Aspects and Administration of Schools
   EDU 5811 Administration of Services for Diverse Students
   Or
   Content Specialization Courses
3. Internship (3 Credits)
   EDU 5950 SBL Internship

4. Capstone Course
EDU 5499 General Review and Exam Preparation SBL

Advanced Certificate in School Building Leadership
    Minimum Credits: 22
    1.   Administration Core (21 Credits)
        EDU 5415 Introduction to Educational Administration
        EDU 5471 Leadership in Instructional Supervision
        EDU 5701 Curriculum and Teaching: Theories into Practice
        EDU 5650 School Based Data Analysis
        EDU 5761 School Business Administration for Administrators
        EDU 5571 Administrative Theory and Planned Change
    2. Internship (3 Credits)
        EDU 5950 SBL Internship
    3. Capstone Course
        EDU 5499 General Review and Exam Preparation SBL

Advanced Certificate in School District Leadership
    Minimum Credits: 31
    1. Administration Core (27 Credits)
        EDU 5103 Educational Governance and Policy Issues
        EDU 5300 Organizational Theory and Planned Change
        EDU 5301 Leadership Values, Decision-Making, and Multicultural Org.
        EDU 5420 Politics of Education
        EDU 5632 Organization and Administration of the Elem. & Second. Curricula
        EDU 5655 Educational Research and Data Analysis
        EDU 5665 Leadership in Instructional Technology I
        EDU 5741 Finance in Education
        EDU 5800 Case Studies in Educational Administration
    2. Internship (3 Credits)
        EDU 5951 SDL Internship
    3. Capstone Course (1 Credit)
        EDU 5599 General Review and Exam Preparation SDL

Dual Advanced Certificate in School Building Leadership and School District Leadership
    Minimum Credits: 35
    1. Administration Core (27 Credits)
        EDU 5300 Organizational Theory and Planned Change in Education
        EDU 5103 Educational Governance and Policy Issues

EDU 5301 Leadership Values, Decision-Making, and Multicultural Org.

EDU 5415 Introduction to Educational Administration

EDU 5471 Leadership in Instructional Supervision

EDU 5701 Curriculum and Teaching: Theories into Practice

EDU 5650 School Based Data Analysis

EDU 5741 Finance in Education

EDU 5791 Legal Aspects and Administration of Schools

2. Internship (6 Credits)

EDU 5950 SBL Internship

EDU 5951 SDL Internship

3. Capstone Courses (2 Credits)

EDU 5499 General Review and Exam Preparation SBL

EDU 5599 General Review and Exam Preparation SDL

SBL SDL Course Descriptions are available in the Graduate Bulletin 2012-2014, which can be accessed from the following link:

http://www.stjohns.edu/academics/graduate/bulletin

(Note: These are revised Course Descriptions, following EDAS faculty meetings for program self-study)

Format for Appendix D for education leadership: School Building Leader

TEAC *Quality Principle I* Components	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for __School Building Leader_____			New York State Content for SBL Number	ISLLC standard number
	Required courses	**Field work requirements**	**Exit requirements**		
1.1 Professional knowledge	5415: Intro to ed admin 5418: Admin theory 5761: School business admin 5791: Legal aspects	45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#1, #2, #3, #8, #12	#1, #2, #4, #6
1.2 Strategic decision-making	5701: Curr and tch theories 5650: School based data analysis 5761: School business admin 5571: Admin theory & planned chg	45 hrs. 45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#4(a-j), #6, #9, #10	#3
1.3 Caring and effective leadership skills	5471: Ldr in instructional super 5701: Curr and tch theories 5571: Admin theory & planned chg	45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#5, #7, #11	#5
1.4.1 Cross-cutting theme: *Learning how to learn*	5415: Intro to ed admin 5418: Admin theory 5571: Admin theory & planned chg	45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#8, #12	#1, #4
1.4.2 Cross-cutting theme: *Multicultural perspectives*	5471: Ldr in instructional super 5651: School community relations 5811: Services for diverse sts 5791: Legal aspects	45 hrs.	"B" or better grade; internship validated by site supervisor	#1, #2, #3, #7, #9	#2, #5, #6

| 1.4.3 Cross-cutting theme: *Technology* | 5650: School based data analysis 5761: School business admin | 45 hrs. 45 hrs. | "B" or better grade; internship validated by site supervisor | #4b, #8 | #2, #4 |

Note: 5950 Internship includes the practical application of all aspects of the content requirements (275 hrs); 5499 SBL Capstone includes the critical analysis of all aspects of the content requirements

Format for Appendix D for education leadership: School District Leader

	Program option requirements that address *Quality Principle I* and state subject matter and pedagogical standards for ___ **School District Leader** ___			New York State Content for SDL number	ISLLC standard number
	Required courses	**Field work requirements**	**Exit requirements**		
1.1 Professional knowledge	5103: Ed govern and policy 5632: Org of elem & second curr 5655: Ed rsh and data analysis 5741: Finance in ed	45 hrs. 45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#1, #2, #3, #5, #6, #7, #14	#1, #2, #4, #6
1.2 Strategic decision-making	5301: Ldr values and decisions 5300: Org. Theory & Planned Ch. 5655: Ed rsh and data analysis 5741: Finance in ed 5800: Case studies in admin	45 hrs. 45 hrs. 45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#4, #8(a-j), #10, #12	#3
1.3 Caring and effective leadership skills	5103: Ed govern and policy 5420: Politics of education 5800: Case studies in admin	45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#9, #11, #13, #14	#5
1.4.1 Cross-cutting theme: *Learning how to learn*	5301: Ldr values and decisions 5665: Instructional tech 1 5800: Case studies in admin	45 hrs. 45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#7, #14	#1, #4
1.4.2 Cross-cutting theme: *Multicultural perspectives*	5300: Org. Theory & Planned Ch. 5301: Ldr values and decisions	45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#2, #4, #5, #6, #11	#2, #5, #6

1.4.3 Cross-cutting theme: *Technology*	5655: Ed rsh and data analysis 5665: Instructional tech 1	45 hrs. 45 hrs.	"B" or better grade; internship validated by site supervisor	#7, #8b	#2, #4

Note: 5951 Internship includes the practical application of all aspects of the content requirements (275 hrs);
5599 SDL Capstone includes the critical analysis of all aspects of the content requirements

Part 7: Appendices
Appendix E: Full Disclosure of Evidence

Inventory: status of evidence from measures and indicators for TEAC *Quality Principle I*				
Type of Evidence	**Available and in the *Brief*[2]**		**Not Available and Not in the *Brief***	
Note: items under each category are examples. Program may have more or different evidence	**Relied on** Reasons for including the results in the *Brief* & Location in *Brief*	**Not relied on** Reasons for not relying on this evidence Location in *Brief*	**For future use** Reasons for including in future *Briefs*	**Not for future use** Reasons for not including in future *Briefs*
Grades Page #				
1.Student grades and grade point averages	Yes	38-50		
Scores on standardized tests				
2. Student scores on standardized license or board examinations	Yes	38-50		
3. Student scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude				Admissions test not required.
4. Standardized scores and gains of the program graduates' own pupils				Not applicable for School Building and District Leaders
Ratings				
5. Ratings of portfolios of academic and clinical accomplishments			Digital portfolios under consideration	
6. Third-party rating of program's students			Survey of District employers under consideration	

[2] Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, admission), admission test results (if they are used), hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

7. Ratings of in-service, clinical, and PDS teaching	Yes	38-50		
8. Ratings, by cooperating teacher and college / university supervisors, of practice teachers' work samples.			Artifact (case study) rubric under consideration	
Rates				
9. Rates of completion of courses and program	Yes	78		
10. Graduates' career retention rates				Not available.
11. Graduates' job placement rates				Not available.
12. Rates of graduates' professional advanced study			Survey of graduates under consideration	
13. Rates of graduates' leadership roles			Survey of graduates under consideration	
14. Rates of graduates' professional Service activities				Not available.
Case studies and alumni competence				
15. Evaluations of graduates by their own pupils				Not applicable for School Building and District Leaders
16. Alumni self-assessment of their Accomplishments	Yes	34-36		
17. Third-party professional recognition of graduates (e.g., NBPTS)				Not available.
18. Employers' evaluations of the program's graduates				Not available.
19. Graduates' authoring of textbooks, curriculum materials, etc.				Not available.
20. Case studies of graduates' own pupils' learning and accomplishment				Not applicable for School Building and District Leaders

Part 7: Appendices
Appendix F: Copies of Assessment Instruments

Contents of Appendix F

Figure 7.F.1. Internship Evaluation Running Record

_____

<u>Running Record of Course Related Internship Activities</u>
<u>Internship Activity Levels</u>
L1: Awareness
L2: On Site Observation
L3: Supervision Of/or participation in Selected Project
approved by direct supervisor

Student Name: _____   Professor's Name: _____

Semester: _____

Degree Program: _____   Course: _____

                                                                    Name   Number

Brief Description of Course Related Internship Activities:

Activity	Level of Involvement	Proposed No. of Hours	Actual No. of Hours

TOTALS   _____   _____

_____

              Student Signature

Activities Completed:

_____   _____

         School Supervisor   Professor

*Duplicate As Needed

Upon completion of your internship activities, email one copy to Dr. Brasco at brascor@stjohns.edu and email or submit one copy to your professor. Remember to retain a copy for your own record.

XI. EVALUATION OF THE INTERN'S ACHIEVEMENT FORM – PART II (CONT'D)
EVALUATION SUMMARY

	Excellent	Proficient	Developing	Unsatisfactory

1. Overall assessment of demonstrated performance   1   2   3   4
 by the intern as a strategic decision maker.
  Please cite a brief example:

_____

_____

2. Overall assessment of demonstrated performance   1   2   3   4
  by the intern as an ethical and caring educational
  leader.
   Please cite a brief example:

_____

_____

3. Overall assessment of knowledge acquired by the intern of   1   2   3   4
  administrative and supervisory procedures, to the extent
  specified in the intern's approved program.
   Please cite a brief example:

_____

_____

4. Overall assessment of demonstrated performance by the   1   2   3   4
  intern of administrative and supervisory tasks, to the
  extent specified in his/her approved program.
   Please cite a brief example:

_____

_____

5. Overall assessment of demonstrated performance by the intern   1   2   3   4
  to serve as a qualified educational leader.
   Please cite a brief example:

_____

_____

Intern's name _____ Date _____
Principal's signature _____Date _____
Other Administrator's signature _____Title _____Date _____

Figure 7.F.2 Student Survey: School Leadership Qualities Survey (SLQS)

Instructions: Indicate how confident you feel about being able to perform successfully the tasks below by clicking the appropriate button.

	Not Very Confident (1)	Somewhat Confident (2)	Reasonably Confident (3)	Very Confident (4)
1. Develop and implement an educational vision for assisting all students to meet State learning standards.	○	○	○	○
2. Collaboratively identify goals and objectives for achieving the educational vision, seeking and valuing diverse perspectives and alternative points of view.	○	○	○	○
3. Communicate and work effectively with parents, staff, students, and community leaders from diverse backgrounds, providing clear, accurate information publicizing the school's goals, expectations, and performance results, and building support for improving student achievement.	○	○	○	○
4. Effect any needed educational change through ethical decision making based upon factual analysis, even in the face of opposition.	○	○	○	○
5. Establish accountability systems for achieving educational goals and objectives.	○	○	○	○
6. Set a standard for ethical	○	○	○	○

	Not Very Confident (1)	Somewhat Confident (2)	Reasonably Confident (3)	Very Confident (4)
behavior by example, encouraging initiative, innovation, collaboration, mutual respect, and a strong work ethic.				
7. Create the conditions necessary to provide a safe, healthy, and supportive learning environment for all students and staff.	○	○	○	○
8. Establish a school budget and manage school finances and facilities to support achievement of educational goals and objectives.	○	○	○	○
9. Apply statutes and regulations as required by law, and implement school policies in accordance with law.	○	○	○	○
10. Maintain a personal plan for self-improvement and continuous learning.	○	○	○	○

11. Lead comprehensive, long range planning for all aspects of the school, informed by multiple data sources, to:

	Not Very Confident (1)	Somewhat Confident (2)	Reasonably Confident (3)	Very Confident (4)
a. determine the present state of the school,	○	○	○	○
b. identify root causes of problems,	○	○	○	○
c. propose solutions,	○	○	○	○
d. validate improvements.	○	○	○	○

12. Develop staff capability for addressing student learning needs by providing:

	Not Very Confident (1)	Somewhat Confident (2)	Reasonably Confident (3)	Very Confident (4)
a. effective supervision and evaluation of teachers;	❍	❍	❍	❍
b. effective , staff assignments, support, and mentoring;	❍	❍	❍	❍
c. and opportunities for continuous professional development.	❍	❍	❍	❍

Figure F.7.3. Guidelines for Conducting the Alumni Focus Group Sessions (Adapted from Morgan, 1997)

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1. The Focus Group Session is used in a multi-method study that combine two or more means of gathering data in which no one primary method determines the use of the others. In multi-method use, focus groups add to the data that are gathered through other qualitative means such as participant observation and field notes, concept mapping, e-journaling, and artifacts.

2. The goal of the triangulation of data is to use each method so that it contributes something unique to the researcher's understanding of the phenomenon under study.

3. Focus group contributes to theoretical sampling in the observational study that uses Grounded Theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990). In this approach, the researcher first completes a set of analyses at one site and then searches for a theoretically motivated second sample from another site that will provide the most informative comparison to what is already known from the sample from the first site.

4. At the end of the Focus Group Data Analysis phase, the researcher presents tentative conclusions to the participants. This member-checking approach assists with validity of data.

5. Purpose of the study is to seek the effectiveness of the St. John's School Building and School District Leader programs.

6. The qualitative research design is employed. The following research questions guide the study: How effective is our School Building and School District Leader programs based on seven quality findings needed for graduate programs in educational leadership?,

Which quality program characteristics surface from the study? Are there similarities and differences based from the perspectives of the Oakdale site and Queens's site?

7. Alumni Focus Group Study participants are all former graduates of Educational Leadership programs at St. John's University at the Queens Campus or Oakdale Campus sites. All participants are volunteers to the study.

8. The Oakdale Campus study session is scheduled for June 5th, 2012 and the Queens Campus study session is scheduled for July 12th, 2012. Sample at each site follows: Oakdale = (n=10), Queens – (n=7).

9. Each study group meets for approximately 1-1/12 hours for the study session at 5pm.

10. All sessions are audio-taped.

11. Triangulation of data include the following: focus group session, concept map, e-journal, artifact, field notes and transcribed focus group audio sessions.

12. Seven findings for effective graduate programs in educational leadership guided the study: a comprehensive and coherent curriculum aligned to state and professional standards; program philosophy and curriculum emphasize leadership of instruction and school improvement; active student-centered instruction employ pedagogies that integrate theory and practice and stimulate reflection; faculty are expert scholars and practitioners; social and professional support in the form of a cohort with mentoring from educational leadership experts; care recruitment process, and; well-designed and supervised administrative internships.

References

Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory*. Chicago: Aldine.

Morgan, D.L. (1997). *Focus Groups as Qualitative Research*. Thousand Oaks: Sage.

Strauss, A.L., & Corbin, J. (1990). Basics of qualitative research. Newbury Park, CA: Sage.

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Part 7. Appendices

Appendix G: Status of educator programs accredited by other USDE or CHEA recognized accreditors

The teacher education program is accredited by TEAC, which has been approved by New York State. No other agency accredits educator program at the University.